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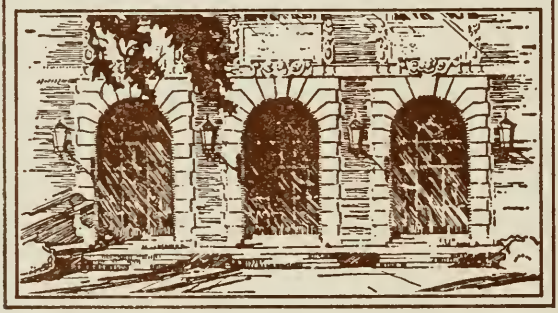

MICHIGAN BOULEVARD
Michigan Boulevard

CHICAGO

BY

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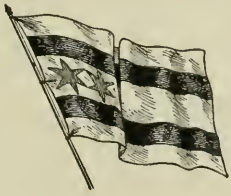

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Illinois Hist. Survey

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CHICAGO

Charles G. Blanden — Granville English

1. Be - hold! she stands be-side her in-land sea, With out-stretch'd hands, to
2. With - in her soul is high-est hope a-flame, Yea, hers the goal of
3. Her vis - sion leads, her mot-to is "I WILL," Tho great her deeds, her

wel-come you and me, For ev - 'ry ART, for brotherhood she stands, Love
ev-'ry goodly fame; Nor war, nor fire, nor an - y oth-er Fate, Can
dream is greater still; She aims to be far more than brick and stone, A

in her heart, and boun-ty in her hands, Chi - ca - go! Chi-
quench de-sire to make her tru - ly great, Chi - ca - go! Chi-
vic - to - ry! a bu-gle forward blown, Chi - ca - go! Chi-

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CHORUS

ca - go, Chi - ca - go, Chi - ca - go, is my

home, My heart is in Chi - ca - go Where ev - er I may

roam. Chi - ev - er I may roam.

The Chicago Historical Society Building in Lincoln Park

FOREWORD

Just across the drive and facing the famous St. Gaudens Statue of Abraham Lincoln in Lincoln Park is the beautiful Historical Museum and Library Building of the Chicago Historical Society. The museum is visited by thousands of people each year. The library is used by the young and old who want to study the records of Chicago and Illinois history.

On the first floor we find many interesting rooms. Each room represents some time or period in our nation's history. Each room has in it the furnishings and pictures that belonged to that particular time in America's history. Here is a colonial room. Over there is the door to the pioneer room. Do not fail to see the Lincoln Room. In this room are Lincoln's writing desk, the little table he used when he studied his law books at Vandalia, and other personal belongings. Another room is just like the room in which George Washington was inaugurated President of the United States. You will have one surprise after another as you go from room to room.

There is an auditorium where lectures and movies on historical and patriotic subjects are

given from time to time. Special rooms are provided for the use of school children who want to read or make models and drawings of some of the historical objects in the many collections on display in the museum.

On the second floor is the library with its many thousands of rare historical books, maps and newspapers, also its fine paintings. Here can be seen many letters of early explorers, including La Salle and Tonti, the diaries and letters of many famous Americans, and other interesting documents.

The Chicago Historical Society is the official historian of our city. It was founded in January, 1856, just nineteen years after Chicago became a city, and forty-four years after the Fort Dearborn Massacre. We are grateful to the founders —William Brown, William B. Ogden, and William Berry—and to the many officers and public-spirited citizens who have continued the fine work of the Chicago Historical Society.

HOW TO USE THIS BOOK

This book tells about the city of Chicago. It tells how a little village grew to be the second largest city in the United States.

It tells about people who had great courage, who never gave up. It tells about people who believed in their city. These people helped to make Chicago the fine city it is today. With your help Chicago will become even a finer city in which to live in the years to come.

Near the beginning of each unit, except the first and the last units, you will find some questions. Try to answer these questions before you read the story of the unit. Even if you cannot answer any of these questions, you will know what the story following is about.

When you are reading the story of the unit you will often come to a question in the story. Try to answer each question before you read any more of the story. This will help teach you how to think about what you are reading.

Before you read the story of a unit look carefully at the pictures that go with the story. Read what is printed below the pictures, to find out what they are about. Then when you read the story

and come to a part of the story that tells about things in the picture, look at the picture again. The pictures should help you to understand better what you read.

Near the end of each unit there is a list of things you can do. Every boy loves to make something of wood or clay. Girls and boys like to draw pictures and make posters. Your room can start a museum of the things you make or draw. You can invite your parents or other rooms to hear you tell about the things in your museum. Often you can visit the places that are told about in the story. Make notes on what you see on your trips. Then you will not forget any of the things you saw when you want to tell others about your trip.

At the end of each unit there is a test on the story of the unit. This is your chance to find out what you understand and remember of the story. Good readers always try to remember the important things they have read and studied. Do not write answers in the book. Write the questions and your answers in your history notebook. Your teacher will tell you what to do if you do not use notebooks.

We hope you will enjoy *Chicago*.

THE AUTHORS

CHICAGO

UNIT I: CHICAGO-LAND IN EARLY DAYS

How many of the girls and boys reading this story have ever had a ride in an airplane? Oh, only a few have been up. Well, I wonder how many would like to take a trip into a "land of make-believe"? All those who are ready to go on the journey close your eyes for just a second. Here we are at the airport. We are going in that big tri-motor plane. Let's hurry. All right, Jennie, step up. Careful there, John. We are all ready. We are off! We're climbing higher and higher. Now we are flying over our beautiful city of Chicago.

But we are not going to look at the Chicago of today. We will save that for another airplane trip. We are going to see Chicago-land as it was a few hundred years ago. Remember, girls and boys, we are in "the land of make-believe." Anything is possible here. With every turn of the propeller the years are slipping away. Big trees

are springing up where the buildings were. We are flying over a great forest now. We see nothing but trees. Look over there to the east. That big body of water is Lake Michigan. That little stream of water emptying into the lake is the Chicago River. Can you see the two little streams of water coming out from the main branch of the river? Those are the North and South branches of the Chicago River.

Wild animals, large and small, come creeping out of the forest to the river's edge. There are deer, rabbits, wolves, otters, mink, and other animals. Along the lake we see big hills of sand. I see some little dots moving about on the sand. Let us fly lower to see what those dots are. They are Indians. Some are sitting around in a circle. Others are dancing and singing. I wonder if that is a war dance? Those Indians are probably Pottawattomie or Miami Indians.

The Pottawattomies and Miami were the two leading Indian tribes in Chicago-land in the early days. There were no white men here then. The white men had settled in the north along the St. Lawrence River. We do not know the names of any travelers who had the courage to come down to the Illinois country in those early days.

Can you find the St. Lawrence River on your map? What do we call this part of America now?

Chicago Historical Society

CHICAUGOU

A chief of the Illinois Indians.

From time to time travelers to New France (now Canada) brought word of the Linouck or the Aliniouck (later known as Illinois) Indians. There were sixty villages on the banks of a beautiful river. They said the river was like the St. Lawrence River. It was south and west of Green Bay. Find Green Bay on your map. This great river was the upper part of the Mississippi River. It was on the banks of the Mississippi River that the tribe of the Illinois lived. Chicago-land was just a small part of this big country called the land of the Illinois Indians.

The white men up north in New France did not know of the wealth that was hidden in the forests

of Chicago-land. This wealth was not in gold, but in furs. The little fur-bearing animals running along the river's edge had many companions back in the woods. The Indians trapped and ate these animals. They sold the skins or used them for clothing.

Chicago is an Indian word. It may have been spelled "Chicaugou." If so, it came from two Indian words "chi," from gitchi, meaning great, and "ka-go," meaning something. So Chicago would mean something great. Some think that Chicago got its name from a word in the Chippewa language, meaning skunk or onions. Some early explorers told about the wild onions that grew along the banks of the Chicago River. It may be that is how Chicago got its name. Which meaning do you like better?

Well, here we are back at Lake Michigan once more. We have had a good view of Chicago-land. Now let us follow the Chicago River.

The Chicago River, you remember, has a North and a South Branch. The river has other little arms or streams reaching out into the land. Some of these little arms do not go very far. Some of them are not very deep. When it has not rained for a long while these little streams get rather dry. Then we have what are called swamps. Swamps are very muddy and they seem to be fine places for

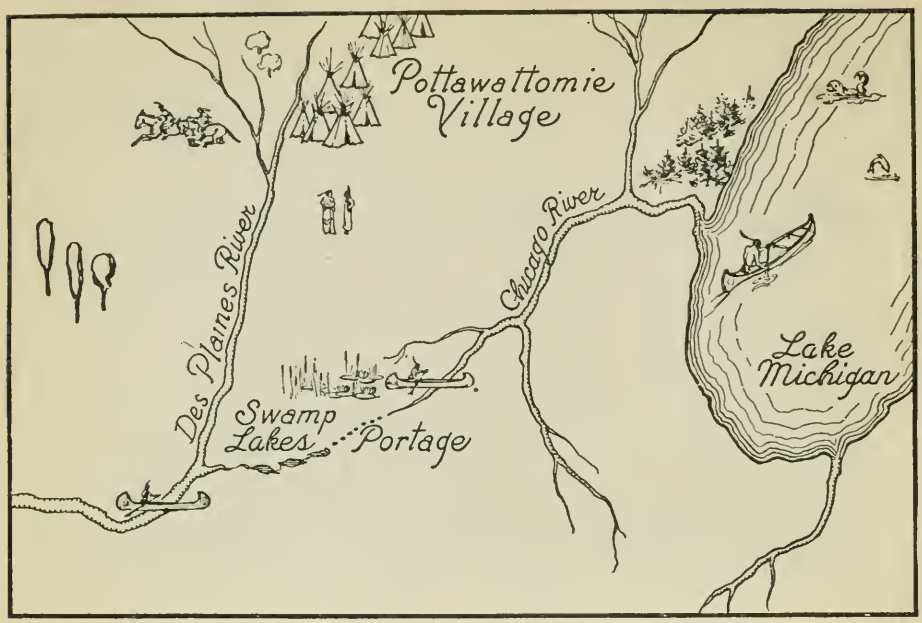
After a drawing by Florence Evans

THE PORTAGE THROUGH MUD LAKE

These Indians are making a portage between the Des Plaines River and the Chicago River. Why is the Indian carrying his canoe?

mosquitoes. There are millions of them down there. Can't you just hear their droning song?

Well, we are all ready to fly over the river. We will follow either the North or the South Branch. Which shall it be? The South Branch? All right, here we go. There is the curve in the river and we are going straight south. We fly south for a while and then the river turns to the southwest. We have been flying only a few minutes, but the river is only a tiny stream now. This must be the beginning of this river. This place is called Mud Lake. In rainy weather it is a little lake. People going up the river in flat boats or canoes



After a drawing by Florence Evans

THE PORTAGE IN CHICAGO-LAND

Can you tell how an Indian from the Pottawattomie village on the Des Plaines River would travel in his canoe to get to Lake Michigan?

go right through this little lake. But often it is just a stretch of muddy land. In dry weather people have to get out of their boats and walk across this land, sometimes knee-deep in mud. They carry their boats and supplies with them. This is called making a portage. This stretch of land was called the Chicago Portage. The travelers portaged here from the Chicago River to the Des Plaines River. They could travel on the Des Plaines River until they reached the Illinois River.

We are not going to fly any farther today. It

is beginning to grow dark now, so we will have to turn back and head for the airport.

As we again fly over Chicago, we can see the street lights coming out to greet us down below. They seem to be trying to shine brighter than the stars above us.

Here we are back on the ground once more. There is your bus waiting to take you home. Now that you are all safely in the bus, I am going to leave you. I had a good time. Did you?

SOME THINGS TO DO

1. Make a table project showing how you think Chicago-land looked before any white men came here.

2. Try to find some meanings of the word Chicago, besides the ones given in your story. Be ready to write a composition about the meaning of the word Chicago.

3. On a piece of brown wrapping paper about 24 inches by 24 inches, make a chalk drawing of Indians at a council meeting. Show an airplane above the council meeting.

4. Imagine that these Indians had never seen an airplane. Suppose that our make-believe airplane was real. What do you think the Indians were saying when they saw the plane?

5. Can you write a poem about what you think an Indian would say the first time he saw an airplane?

TEST ON CHICAGO-LAND IN EARLY DAYS

1. Name two bodies of water which you saw in your airplane trip over Chicago-land.

(*a*) _____ (*b*) _____

2. The Chicago River has a _____ Branch and a _____ Branch.

3. Name three animals found in early Chicago-land.

(*a*)———— (*b*)———— (*c*)————

4. Put a circle around the names of the two tribes of Indians who lived in Chicago-land in the early days.

Pottawattomies Winnebagoes Sacs and Foxes
Miami Mascoutines Shawnees

5. What do we call the country that was once called New France?

6. How many reasons can you give for the Indians trapping the wild animals?

7. What are two meanings of the word "Chicago"?

8. What is a swamp?

9. Begin with Lake Michigan and tell how travelers in the very early days could travel in their canoes up the Chicago River and at last come to the Mississippi River. Show the trip on a map.

10. What is a portage?

11. Where was the Chicago Portage in the early days?

UNIT II: EARLY VISITORS TO CHICAGO-LAND

Four hundred fifty years ago no white men knew anything about the land we call America. Then Columbus came. He and his crew came in sailboats from Spain, a land far away. This happened in the year 1492.

Soon more people from Spain came to America. They looked for gold. They looked for silver. Many of the Spanish people found much gold and silver and became rich. Then most of them went back to Spain again.

Some time later English people came to the New World. They settled along the Atlantic coast. Not far west of the place where they settled, are the Appalachian Mountains. For a long time these mountains kept the English from going farther west. Can you find the Appalachian Mountains on a map?

France also sent people to America. She sent some people to the New World to get more land for the French king. She sent some men to find gold and silver. She sent other men to carry on fur trading with the Indians. The French settled along the St. Lawrence River. Can you find the St. Lawrence River on a map?

There were many brave and fearless people in these French settlements along the St. Lawrence River. These French settlers had much courage. Why do you think they needed courage? Their huts were built in the middle of thick forests. Hundreds of wild animals roamed about in these forests. Their growls and howls could always be heard. Then, too, many Indians wandered about in the woods, and not all the Indians were friendly.

Would you like to know more about some French settlers? Would you like to know about the young fur trader who was sent to find the "great water"? Today we call the "great water" the Mississippi River.

The French settlers had often heard the Indians tell about the "great water." But no white man knew just where it was. A young fur trader by the name of Joliet was chosen to search for the "great water." He was chosen because he was strong and brave and because he knew the life of the wilderness as well as most of the Indians did. Do you know any stories about this brave fur trader and explorer?

There was also another very brave French settler. Most girls and boys like to read about him, too. He was called the man with the iron will. He was called this because he would never give up

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LOUIS JOLIET

Study his face. Was he a kind and brave man? Of what was his cap made?

until he had done what he set out to do. He would not give up, no matter how hard the job was. His name was La Salle. Do you know any stories about this man with the iron will?

In another French settlement there was a priest called Father Marquette. He was always kind and good to the Indians. He talked to the Indians about God. He taught them how to pray. Many Indians were very friendly with him. Do you know any stories about this man?

HOW MUCH DO YOU KNOW ABOUT THE EARLY VISITORS TO CHICAGO-LAND?

1. The French settlers sent many skins of wild animals to France every year. Where do you think the French settlers got all these animal skins? Here are some answers. Can you find the best answer?

(*a*) They caught all these wild animals.

(*b*) They caught some wild animals themselves, and they bought many animal skins from the Indians.

(*c*) They had large fox farms.

(*d*) They bought the animal skins from the English settlers.

2. Which number tells about how many years passed between the discovery of America and the time when Marquette and Joliet came to Chicago-land?

81 181 281 381 481

3. Which word below tells who came to make Christians of the Indians?

missionaries soldiers fur traders hunters

4. Some Frenchmen made a trip in 1673 to search for the Mississippi River. Which of the words following is the name of the man who was in charge of the trip?

Marquette Joliet an Indian chief La Salle

6. A missionary went on this trip. Which of the words below tells what his name was?

Marquette Massasoit Joliet Illinois

7. Which of the names below tells what we now call the river which the Indians called the "great water"?

Mississippi River Chicago River Ohio River
Illinois River Wisconsin River Fox River

8. Marquette and Joliet started out in canoes from Mackinac on Lake Michigan. Can you give the names of the following places in the order in which Marquette and Joliet came to them? The first name in your list should be Lake Michigan.

Mississippi River Lake Michigan Green Bay
Chicago-land Chicago River Wisconsin River
Illinois River

9. Marquette and Joliet could easily tell when Indians wanted to be friendly. Which of the words below tell what friendly Indians always offered them?

a bow and arrow a pipe of peace a gun
a tomahawk

EARLY VISITORS TO CHICAGO-LAND

The French, who settled near the St. Lawrence River, spent much time in hunting for wild animals. They wanted the wild animals for their furs. The French settlers also spent much time in fur trading with the Indians. From their settlements on the St. Lawrence River, these Frenchmen could go far into the interior of the country. They could go into the interior of the country by a direct water route. Surely, some of these early fur hunters came as far south and west as Chicago-land. Perhaps they went even as far west as the Mississippi River. But no one knows about their trips into the wilderness. These fur hunters and fur traders never made maps or wrote stories about their trips. Many of them did not know how to read or write. Those who could read and write did not go to the trouble of drawing maps or writing stories. They were interested only in getting furs.

We are sure, however, that Father Marquette and Joliet came to Chicago-land in 1673. Their visit to this land is remembered because Father Marquette wrote a long story telling what he and Joliet saw and did on this trip.

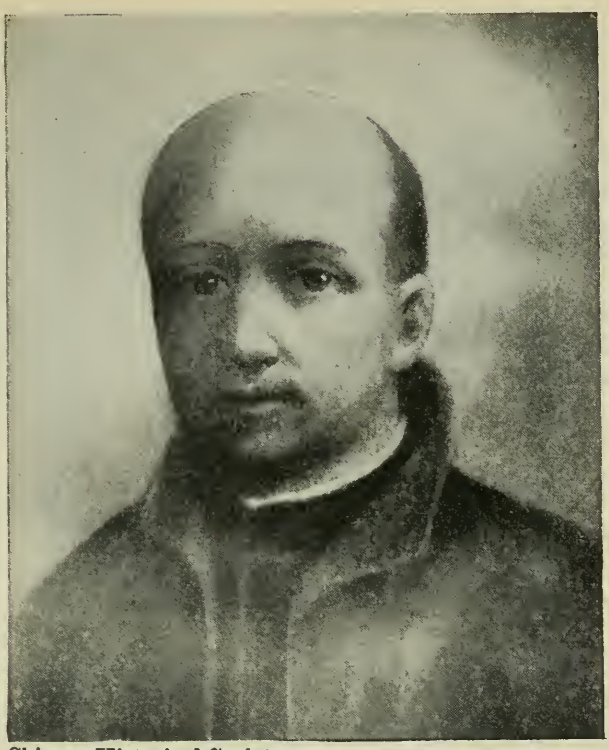
Father Marquette was a Jesuit missionary. He came from France. He came to teach the Indians

how to pray and how to be good. Father Marquette studied hard. He studied the Indian language until he could speak their language almost as well as the Indians themselves. Father Marquette liked to talk to the Indians who came to the French settlements.

Every spring many Indians with canoes full of furs came to the French settlements along the St. Lawrence River. The Indians told stories of a wonderful country farther west and south. They also told about a great river farther west. These stories and the many fine furs which the Indians brought made white settlers want to see the lands about which the Indians talked.

Father Marquette wished that he could go with the Indians to their villages. He wanted to go to the Indian villages farther west and farther south. He wanted to teach his religion to the Illinois tribes.

At this time Count Frontenac, the governor of New France, was looking for a man to explore the Mississippi River. Count Frontenac said: "I want to get more land and more power for the King of France. I must send someone to explore the 'great water' about which the Indians talk. Maybe it flows into the Pacific Ocean. Maybe it leads to China. Maybe gold and silver can be found along its banks. Maybe I can start many fur-trading



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FATHER MARQUETTE

A missionary and explorer. Why did the Indians like Father Marquette?

posts along the 'great water.' Yes, I must send someone to explore this 'great water' and the lands around it.

"I shall ask Louis Joliet to make this trip. He is just the right kind of man to send. This trip will be a long and dangerous journey among Indians. But Joliet is strong. He will be able to stand the hard life. Joliet is usually able to make friends with Indians. He is the best man I can find for this trip."

So Count Frontenac commanded Joliet to explore the river which the Indians called the "great water."

Louis Joliet asked Father Marquette to go along to look for this big river.

"You will see many tribes of Indians," Joliet said. "You will have a chance to preach to them about God."

Marquette was very glad to go with Joliet to look for the "great water."

Marquette and Joliet start on their journey. On a spring day in the year 1673, Joliet started out from Quebec. He met Father Marquette at the mission of St. Ignatius at St. Ignace. They packed food and supplies in two birch-bark canoes and started off. Five men went along to help them paddle the canoes. They had a long, hard journey before them.

Down Lake Michigan they paddled until they reached Green Bay. Then they went across Green Bay, down the Fox River, through Lake Winnebago, and then into another part of the Fox River. Then they came to a portage. Here they had to carry their boats through the wilderness to the Wisconsin River. Now can you tell why these men used canoes made of birch bark? What is a portage?

The explorers paddled and paddled down the

From a painting by Charles Yardley Turner

MARQUETTE AND JOLIET

They started on their journey from the mission of St. Ignatius at St. Ignace. Where did they go on this journey in 1673?

Wisconsin River. They came to the place where the Wisconsin River empties into the Mississippi River. Then they went south on the Mississippi River.

As they paddled along, they often saw large herds of buffalo grazing on the prairies. Sometimes they saw wild geese and ducks. Sometimes they saw other animals in the woods. But for days and days they did not see any human beings.

During the day, they paddled as fast as they could. At night, they landed on the bank of the river, built a fire and cooked their supper. Often they cooked fish they had caught during the day. And sometimes they cooked some of the corn and smoked meat that they had brought with them from Mackinac. After they ate their supper, they

usually smoked their pipes. Then they wrapped themselves in blankets, lay down on the ground, and went to sleep.

Each day Marquette and Joliet and their helpers paddled on and on down the Mississippi River. Once, when they were close to the shore, they saw footprints in the mud.

"We must be near an Indian village," they said. They watched very closely. "There is a path leading through the woods," said one of the men.

"Come, Father Marquette, let us go along this path. We must find out where it leads," said Joliet.

So Marquette and Joliet started out. The other men stayed with the canoes.

Marquette and Joliet walked on until they came to an Indian village. The Indians were surprised to see the white men. But they offered pipes of peace to Marquette and Joliet, and then the Frenchmen knew that they had nothing to fear. Marquette told the Indians about God. He taught them how to pray. Joliet told them of his plan to go down to the mouth of the Mississippi River.

After a visit with the Indians, Marquette and Joliet said good-by and went back to the bank of the Mississippi River. Here they met their companions. They started again on their way down the Mississippi River. They passed the mouth of

the Missouri River. Then they passed the mouth of the Ohio River. Still they went on. They went on and on, until they reached the mouth of the Arkansas River. Here they met some friendly Indians who told Marquette and Joliet not to go any farther south. They said unfriendly Indians lived there.

Marquette and Joliet said, "We must take good care of the maps we have made. We must take good care of the stories we have written about this trip. We must try to return to our people and report what we have seen."

So Marquette and Joliet turned back. "Let us not go back the way we came. Let us try a new route," they said. So they went up the Mississippi River, then up the Illinois River, and then up the Des Plaines River for some distance. Can you follow them on your map? It was necessary to portage from the Des Plaines River to the west fork of the South Branch of the Chicago River. Do you remember what the word portage means?

Friendly Indians helped Marquette and Joliet along the way. Many of them begged the good priest, Marquette, to stay with them longer. But he said, "I must go home now with Joliet. I will try to come again next year."

Look at your map. Try to find the place where the Chicago River meets Lake Michigan. This is

the most important part of Chicago-land. Marquette and Joliet reached Chicago-land in 1673. We will always remember Marquette and Joliet because they were the first white men who wrote about their visit to Chicago-land.

Marquette and Joliet paddled homeward along the western shore of Lake Michigan. When they reached Green Bay, Marquette and Joliet parted. Marquette stayed at a mission in Green Bay because he was sick. The hardships of the journey had been too much for him. Joliet paddled on to Quebec to tell Count Frontenac about the land and the river he had explored.

After staying in Green Bay for about a year, Father Marquette said, "I feel stronger now. I would like to keep my promise to the Illinois Indians. I told them I would try to visit them again."

Father Marquette and two companions started out. They paddled their canoes along the shore of Lake Michigan until they reached the Chicago River. They paddled up the Chicago River for a few miles. Here Father Marquette became very ill again. He could go no farther. A hut was built by the river. Here Father Marquette and his two companions spent the winter of 1674 and 1675. Indians often came to help the three white men.

In the spring Father Marquette felt a little bet-

Chicago Historical Society

STARVED ROCK

On the Illinois River near the present town of Utica. It is said that in 1769 some Illinois Indians, who had killed an Iroquois chief, were attacked by a band of Iroquois Indians. For many days the Illinois Indians stayed on the top of this rock. They were starving. When they tried to escape they were killed in battle. How do you think Starved Rock got its name?

ter. So he went on until he reached the chief village of the Illinois Indians. This was near what we now call Starved Rock.

Here Marquette again preached to the Indians and taught them. They loved Marquette and wanted him to stay with them. But Marquette knew that he did not have many more days to live. So he said good-by to his Indian friends. He started back to Mackinac. But before he was half way home, he died.

Chicago Historical Society

THE BURIAL OF FATHER MARQUETTE AT ST. IGNACE

Father Marquette died in the year 1675 and was buried by his companions near what is now Ludington, Michigan. Some years later his body was removed to St. Ignace in northern Michigan.

La Salle explored Chicago-land. La Salle was a Frenchman, too. He was the greatest of all French explorers. He explored parts of America for France. He wanted to get much land for the King of France.

La Salle knew that the Indians would like him better if he could speak to them in their own language. So La Salle studied until he could speak the language of eight Indian tribes.

About four years before Marquette and Joliet explored the Mississippi River, La Salle paddled his canoe down the Ohio River. Can you find the Ohio River on your map? No white man had ever explored this river before La Salle.

From an old engraving

ROBERT CAVALIER DE LA SALLE

He was a great French explorer. What land did La Salle claim for France?

La Salle had many troubles on his trips. Sometimes his men quarreled. They were often jealous of one another. Sometimes they would not obey La Salle. Sometimes they would not follow him. Often the Indians were very unfriendly. Sometimes the weather was very stormy and La Salle's canoe was wrecked. Often there was not enough food. But La Salle never gave up. On and on he went, doing the work that he had set out to do. Can you understand, now, why La Salle is often called the man with the iron will?

Many of La Salle's men were not loyal to him.

But there was at least one man who was a real friend to La Salle. His name was Tonti. He was loyal and true at all times, and always did all he could to help La Salle. When La Salle was in trouble, Tonti was a faithful companion. He remained true to La Salle to the last.

La Salle explored a large part of the Great Lakes region. Perhaps he was in Chicago-land as early as 1679; we are sure that he was here in 1683, because he dated a letter from Chicago-land in that year.

In 1682, La Salle reached the mouth of the Mississippi River. He claimed for France all the land drained by the Mississippi River and its branches.

Many people remember La Salle because he got so much land for France. The people of Chicago remember him, especially, because he was one of the early visitors to Chicago-land.

SOME THINGS TO DO

1. Get or make a big outline map of the United States. On this map draw pictures that will tell about the trip that Marquette and Joliet took in 1673. Try to show as many of the following things on your picture map as you can:

(*a*) Marquette and Joliet took five French paddlers on this trip. The seven people had only two birch-bark canoes. They started out from St. Ignace.

(*b*) They paddled down Lake Michigan to Green Bay. They went up Green Bay. Then they went up the Fox River. They found many wild geese and ducks here. They used some of these for food.

(*c*) Much rice grew in the swamps along the river. They cooked and ate some of this rice.

(*d*) They met many Indians near the Fox River.

(*e*) They paddled across Lake Winnebago. Then they paddled into another part of the Fox River. Soon they came to a village of friendly Indians. Two of these Indians said to Marquette and Joliet, "We will show you the way to the Wisconsin River. We shall travel on this Fox River for a while. Then we must carry our boats to the Wisconsin River." Marquette and Joliet

were glad to get this help. They did just what the Indians told them to do.

(*f*) It was June 17th, when Marquette, Joliet, and their companions reached the place where the Wisconsin River flows into the Mississippi River. Draw some green trees, bushes, and grass here to show that it was summer time when the explorers reached this place.

(*g*) After Marquette, Joliet, and their companions paddled down the Mississippi River for some distance, they saw many buffaloes grazing on the prairies. But they did not see one human being.

(*h*) Marquette and Joliet were paddling down the Mississippi River. They had not yet reached the place where the Illinois River flows into the Mississippi River. They were paddling close to the shore. Suddenly one of the men stopped paddling. "Look!" he whispered, as he pointed to the shore. "Look! See the footprints in the mud. Indians must be near."

Marquette and Joliet got out of their canoes. They saw a path near the shore. Then Joliet said to his men, "Father Marquette and I will follow this path. Stay here and watch the canoes until we return."

(*i*) Soon Marquette and Joliet came to an Indian village. It was a village of Illinois Indians.

The Indians were friendly. They offered Marquette and Joliet the pipe of peace.

(*j*) Marquette and Joliet went back to their canoes and paddled on down the river. They passed the mouth of the Missouri River. They paddled on and passed the mouth of the Ohio River. It was very hot. The shore of the Mississippi River was swampy, and in the swamps were many mosquitoes. The heat and the mosquitoes made Marquette and Joliet uncomfortable.

(*k*) South of the mouth of the Ohio River, the explorers passed some friendly Indians.

(*l*) They went on and on. Just before they came to the place where the Arkansas River flows into the Mississippi River, they met some unfriendly Indians. The village of these unfriendly Indians was on the west bank of the Mississippi.

(*m*) They paddled on until they came to the mouth of the Arkansas River. On the east bank of the Mississippi River, just across from the mouth of the Arkansas River, was another Indian village. These Indians were friendly.

(*n*) Marquette and Joliet did not go any farther south. They started back towards home. They went up the Mississippi River until they came to the Illinois River. They traveled on the Illinois River to the Des Plaines River. They carried their canoes from the Des Plaines River to the

west fork of the South Branch of the Chicago River.

(*o*) From the Chicago River, they went into Lake Michigan. They paddled along the western shore. Marquette went to Green Bay. Joliet went on to Quebec.

2. Make a list of places in Chicago that are named in honor of early visitors to Chicago. For example: Marquette Boulevard.

3. Make believe that you are Marquette in the year 1673. Play that you have just arrived at Green Bay. You have just come back from your long trip with Joliet. Write what you think Marquette might have said to his friends at Green Bay.

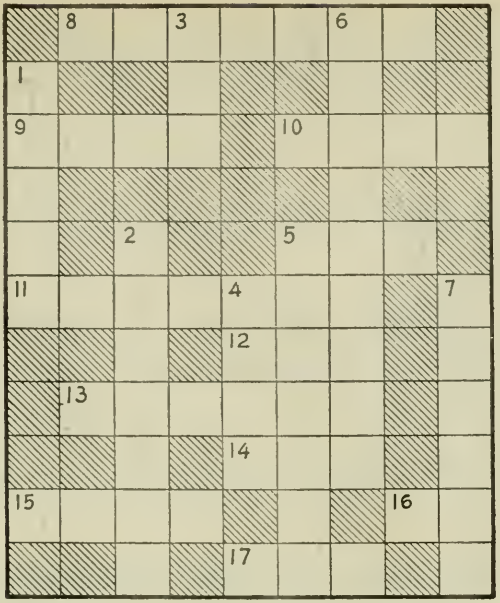
4. Imagine that you are Louis Joliet. You have just come back from your long trip. Be ready to make a speech such as Joliet might have made to Count Frontenac.

5. Mackinac was a very important fur-trading center. Show on a sand table how it looked.

6. Try to write a poem about the part of this story that you like best.

7. Draw a picture of a pipe of peace.

8. Bright girls and boys will enjoy working this crossword puzzle. The following sentences will help you think of the words. The missing words in the sentences are the words you will need for the puzzle.



Down

1. In the year sixteen-seventy- _____, Marquette and Joliet came to Chicago-land.

2. One day Count Frontenac said: "I shall _____ Joliet to explore the Mississippi River."

3. Marquette told the Indians about _____.

4. Before La Salle came to the Mississippi River, he explored the _____ River.

5. Marquette and Joliet met many Indians. Sometimes the Indians offered Marquette and Joliet a pipe of peace, and said: "Let us be _____."

6. _____ went with Joliet. He went because he was glad for a chance to teach the Indians to be Christians.

7. Marquette, Joliet, and their companions paddled down the Mississippi River in _____.

Across

5. Joliet wanted to start a _____ trade with the Indians.

8. Many Indians live in _____.

9. An Indian often wears feathers on his _____.

10. Marquette came to teach the Indians how to _____.

11. To _____ means to search through for the purpose of discovery.

12. Unfriendly Indians tried to _____ Marquette and Joliet with their tomahawks.

13. Count Frontenac sent _____ to explore the Mississippi Valley for France.

14. We do not know about _____ white man who came to Chicago-land before 1673.

15. Marquette and Joliet often had to _____ for their food.

16. Marquette was a priest. _____ liked to preach to the Indians.

17. Joliet said: "I shall _____ Father Marquette to go with me."

Rewrite the sentences above in order, so that they will make a story about the early visitors to Chicago-land. Put in more sentences, if you wish.

TEST ON THE EARLY VISITORS TO CHICAGO-LAND

1. The most important business carried on by the French in America was _____.

2. The settlements which missionaries built were called _____.

3. A portage is a place where boats are _____ from one body of water to another.

4. Marquette and _____ were looking for a passage or route through North America to the East.

5. Who was the first missionary to come to the land which now is Chicago? _____ With whom did he travel? _____

6. Who was the first white man to go to the mouth of the Mississippi River? _____

7. Who was La Salle's most loyal companion? _____

8. Who was the most famous French missionary in America? _____

9. Who was the greatest of all French explorers? _____

10. Who invited Marquette to go with him to explore the Mississippi River? _____

11. Count Frontenac asked _____ to go to the land of the "great water."

12. Who reached the mouth of the Mississippi River in 1682? _____

13. Father Marquette and _____ explored the middle part of the _____ River.

14. La Salle explored much land around the _____ Lakes.

15. La Salle claimed for _____ all the land drained by the _____ River and its _____.

16. Write a short story telling why the visits of Marquette, Joliet, and La Salle to Chicago-land were more important than the visits of the early fur traders.

UNIT III: THE INDIANS AND CHICAGO-LAND

A great many North American Indians told stories about a wonderful Indian warrior. This wonderful warrior was one of the Indians' gods. He helped them in battle and in times of peace.

Henry Wadsworth Longfellow, an American poet, gathered together many of the stories about this Indian hero and made a poem of them. This poem is called *The Story of Hiawatha.* Hiawatha is the Indian hero in the poem. The poem tells about Hiawatha's life. It tells about many Indian customs and beliefs.

The first part of the poem is called,

HIAWATHA'S CHILDHOOD

By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine trees,
Rose the firs with cones upon them;
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.

There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle,
Bedded soft in moss and rushes,
Safely bound with reindeer sinews;
Stilled his fretful wail by saying,
"Hush! the Naked Bear will hear thee!"
Lulled him into slumber, singing,
"Ewa-yea! my little owlet!
Who is this, that lights the wigwam?
With his great eyes lights the wigwam?
Ewa-yea! my little owlet!"
Many things Nokomis taught him
Of the stars that shine in heaven;
Showed him Ishkoodah, the comet,
Ishkoodah, with fiery tresses;
Showed the Death-Dance of the spirits,
Warriors with their plumes and war-clubs,
Flaring far away to northward
In the frosty nights of winter;
Showed the broad white road in heaven,
Pathway of the ghosts, the shadows,
Running straight across the heavens,
Crowded with the ghosts, the shadows.
At the door on summer evenings,
Sat the little Hiawatha;
Heard the whispering of the pine trees.
Heard the lapping of the waters,

Sounds of music, words of wonder;
"Minne-wawa!" said the pine trees,
"Mudway-aushka!" said the water.
  Saw the fire fly, Wah-wah-taysee,
Flitting through the dusk of evening,
With the twinkle of its candle
Lighting up the brakes and bushes,
And he sang the song of children,
Sang the song Nokomis taught him:
"Wah-wah-taysee, little fire fly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids!"
  Saw the moon rise from the water,
Rippling, rounding from the water,
Saw the flecks and shadows on it,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"Once a warrior, very angry,
Seized his grandmother, and threw her
Up into the sky at midnight;
Right against the moon he threw her;
'Tis her body that you see there."
  Saw the rainbow in the heaven,
In the eastern sky, the rainbow,
Whispered, "What is that, Nokomis?"

And the good Nokomis answered:
" 'Tis the heaven of flowers you see there;
All the wild-flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us."
When he heard the owls at midnight,
Hooting, laughing in the forest,
"What is that?" he cried in terror;
"What is that," he said, "Nokomis?"
And the good Nokomis answered:
"That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."
Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."
Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

Nokomis taught little Hiawatha many things about his people. Hiawatha knew a great deal about Indian life, customs, and beliefs before he grew up to be an Indian brave.

WHAT DO YOU KNOW ABOUT THE INDIANS AND CHICAGO-LAND?

How much do you know about the Indians? Write the answers to as many of these questions as you can.

1. Have you ever seen a live Indian?
2. Can you tell the class what an Indian looks like?
3. Do you think any Indians ever lived in Chicago-land?
4. How did the Indians make a living?
5. What is meant by "Indians on the warpath"?
6. What do you know about Indian customs and beliefs?

Courtesy Northern Pacific Railway

ANCIENT INDIAN MOUNDS

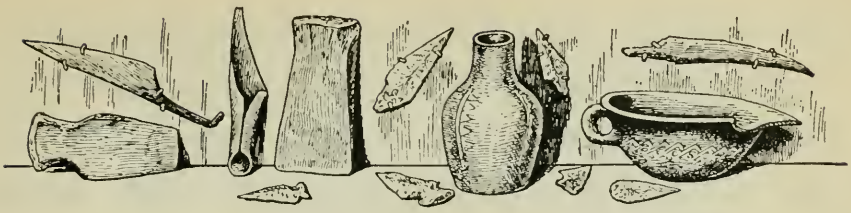
These mounds are now a part of a city park known as Mounds Park. They overlook the Mississippi River at St. Paul, Minnesota.

THE INDIANS AND CHICAGO-LAND

Who were the Indians in Chicago-land? There are very few children living in Chicago who have seen a real Indian. But you have heard and read stories about Indians. You have seen pictures of Indians.

It has been a long time since the Indians were living in this part of the country we now call Chicago. Once upon a time there were hundreds of them here. They were here before Columbus discovered America in 1492. Columbus called them Indians because he believed he had discovered the East Indies.

We are not sure just who the Indians really are



TOOLS, WEAPONS, AND POTTERY FOUND IN A MOUND
Can you guess how some of these articles were used?

or where they came from. The Indians did not have any books telling about themselves or about the people who lived here before them. We have only imaginary stories about the people who lived here before the Indians.

Many people who have studied a great deal about the Indians think that there was a race of people in America before the red men lived here. Great mounds have been found here and there in the Mississippi Valley. A mound is a bank of earth or stone which has been made by people. Some pottery and tools, such as spear heads, arrow heads, stone hatchets and axes have been found in these mounds.

There is one mound not far from the Wisconsin River. It is 135 feet long. It is shaped like a big elephant. There is another one in Ohio. It looks like a serpent, or big snake, about 1,000 feet long. It has open jaws that are ready to swallow something that looks like an egg.

We know very little about the people who built

these mounds. We call them "Mound Builders."

When the white men came to this part of the country, now called Illinois, they found eight different tribes of Indians living here: the Illinois, Miamis, Kickapoos, Mascoutines, Pottawattomies, Sacs and Foxes, Winnebagoes, and Shawnees. These tribes belonged to the Algonquin family. There were many other Indian families in the United States. The Indian has straight black hair, small black eyes, thick lips, and high cheek bones. His skin is a reddish brown. That is why we call him the Red Man. We do not see Indians around Chicago now because the Government has placed them on reservations. A reservation is a large piece of land which the Government has set aside as a home for Indians.

How did the Indians live? The Indians did not have homes such as we have now. They lived in tents, or wigwams. A wigwam is a hut made of poles covered with bark or the skins of animals.

Once each day the Indian family came together to eat. The Indian woman, called squaw, prepared this meal. The rest of the day the members of the family ate when they were hungry. They grabbed whatever there was to eat and ate it with their fingers.

The Indian man, called brave, never did any work around the home. His real work was fight-

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AN INDIAN WARRIOR IN FULL DRESS

Of what do you think his necklace is made? What is he carrying in his right hand?

ing and hunting. When he was not fighting or hunting, he spent some of his time singing, gambling, and playing games. The rest of the time he made the weapons which he used in hunting and fighting.

Most of the work was done by the squaw. She took care of the wigwam. She told each member of the family where he should sleep and where to

keep his things. When they moved she took down the tent or wigwam and carried it on her back. She planted the crops and reaped the harvest.

The Indians did not have the comforts in their homes which we have today. They had no furniture. They sat on buffalo robes. They cooked their meat by throwing it on the fire. When it was about half cooked, they took it off and ate it. Some food was thrown into pots made of pottery or wood. These pots could not be put on the fire, so stones were heated and thrown into the pots to cook the food.

The Indians' clothes were made of the skins of animals. These clothes were worn until they were ready to fall apart. Then the Indians threw them away and made new ones.

The Indians invented snowshoes. They used them to chase the deer in the winter time. The deer's hoofs would sink down into the snow and so they could not run very fast. The Indian with his snowshoes could skim over the top of the snow and easily catch the deer.

The Indians were also very clever at making canoes. One of their finest canoes was the bark canoe. The frame was made of white cedar wood. This wood is light and strong. Bark stripped off trees was stretched over this frame. It was sewed at the edges and covered with gum, to make it

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THE PIPE AND TOMAHAWK DANCE

These are Chippewa Indians. Why is one Indian beating the drum? What are the dancers carrying in their hands?

waterproof. These canoes were sometimes thirty feet long. They carried as many as ten or twelve persons. The Iroquois Indians used the bark of the elm tree for their canoes. The Algonquins used birch bark. Haven't you often heard of birch-bark canoes?

The Indians had no written laws as we have now. If an Indian was harmed, he would try to punish his enemy. If he died before he got a chance to get even with his enemy, some member of his family would take up the fight. In this way fights were often carried on for years.

Each tribe had an emblem which was the figure of some animal or bird. This emblem was called a totem. The spirit of this animal was supposed to take care of and help the Indian. You can see a real totem pole in Lincoln Park near Addison Street. This totem pole belonged to a tribe of Indians in Alaska. They gave it to Chicago.

How did the Indians bring up their children? The Indian babies were called papooses. The papooses were tied to a light strip of board called a cradle board. The cradle board was carried on the squaw's back. When the squaw was busy, she sometimes hung the cradle board, with the baby on it, to the limb of a tree. The Indian babies were good babies. They did not mind hanging from the limb of a tree.

The father did not help take care of the children until the boys were big enough to learn how to hunt and fight. Then they were taught how to use a bow and arrow. They also learned the right way to throw a tomahawk. The tomahawk was used also to scalp their enemies. The Indian boy had to learn to run and to swim. The Indian brave could run like a deer and swim like a fish. He was taught as a boy to make the different kinds of noises that the animals made. When he made these noises, the animals would think it was another animal and they would not be frightened.

A Totem Pole in Lincoln Park

What is a totem pole? Why did the Indians have totem poles?

In this way the Indian could get close enough to the animals to kill them. The boy was taught to be a hunter and a warrior. A feast was given after his first successful hunt. When he was old enough, he went on the warpath with the rest of the braves. Soon he would earn the feather of the war eagle to wear in his hair.

Chicago Historical Society

BLACKHAWK

He was a powerful Indian Chief. His tribe was the last to leave Illinois. What do you think about the way Blackhawk is dressed?

After the white men came, the Indians changed. They learned to use guns and to drink whisky. The white men gave the Indians these things in return for furs. This whisky or "fire-water," as the Indians called it, was very bad for them.

The Indians did not want to settle down and stay in one place to grow the food they needed. They liked their wild life better. So they were little by little driven away by the white men. In 1832 Black Hawk's tribe was the last Indian tribe to leave Illinois.

SOME THINGS TO DO

1. Make an Indian camp for a table project. Your teacher will help you get materials or tell you what to use.

2. Go to the library and get a book on Indian songs and dances. Have some pupils put on a few of the Indian dances for your class. Use Indian costumes if you can get them.

3. Select some activity in Indian life. Draw a picture of it on a large piece of brown wrapping paper.

4. Make an Indian poster. Cut or tear your figures. Have the poster made up of many little posters. For the middle poster make an Indian camp. Around the camp poster place some smaller posters, each one showing a different Indian activity.

5. Make up a poem about Indians.

TEST ON THE INDIANS AND CHICAGO-LAND

1. Once upon a time there were _____ of Indians in Chicago.

2. We have only _____ stories about the people who lived here before the Indians.

3. We think other people lived in Chicago-land before the Indians lived here because many _____ have been found.

4. The people who built the mounds are called _____.

5. Some of these mounds have been found in the _____ valley; along the _____ River, and in the state of _____.

6. When the white people came to Illinois they found _____ different tribes of Indians living here.

7. The Indians now live on _____.

8. The Indian's home is called a _____.

9. The Indian woman is called a _____ and the man is called a _____.

10. The work about the home was done by the _____.

11. The _____ did the hunting and fighting.

12. The Indian's clothes were made of _____.

13. A papoose is an _____.

14. The father did not take care of the children until the boys were big enough to learn how to _____ and _____.

15. A tomahawk was used to _____.

16. The boy was trained to be a _____ and a _____.

17. A _____ was given after the Indian boy's first successful hunt.

18. When the boy was old enough, he went on

the warpath to earn the _____ to wear in his _____.

19. What did the white man do that changed the Indian's way of living?

20. _____'s tribe was the last to leave Illinois in _____. The Indians today live on reservations. Here the United States takes care of them.

UNIT IV: EARLY SETTLERS IN CHICAGO-LAND

John and Jim were brothers. Their grandmother had been visiting them. On Sunday the family had taken Grandmother for a drive along the boulevards. When she saw the big buildings on Michigan Avenue she said: "My, my! How Michigan Avenue has changed since I was a little girl!"

That night the boys begged their grandmother to tell them stories about the time when she was young. She told them some of the stories that her parents and grandparents had told her.

Monday morning on the way to school Jim said to John, "Last night I had the queerest dream! I dreamed that I was walking along Michigan Avenue, but it wasn't Michigan Avenue any more. I could see a lot of water, but no houses. There were many, many trees and every once in a while I could see Indians peeping at me from behind the trees. I could hear noises. I think these noises were made by animals running through the woods. Then sometimes I would hear terrible growls. John, I'll bet those animals were fighting with each

other. I was getting more and more scared every minute. Do you think Chicago ever really looked like what I dreamed about?"

John said, "When we get to school, let's ask our teacher. She will know. Maybe sometime soon we will study about the early days in Chicago."

John and Jim did not know much about early Chicago-land. How much do you know about early Chicago-land?

HOW MUCH DO YOU KNOW ABOUT THE EARLY SETTLERS IN CHICAGO-LAND?

1. Can you name two or three of the earliest settlers in Chicago-land?

2. Where did these early settlers live?

3. How did these early settlers make a living?

4. Which of the years given below tells when John Kinzie came to Chicago-land?

1673 1775 1804 1816 1830

5. Can you tell what Chicago-land looked like when John Kinzie came here?

6. What happened in Chicago-land in 1812?

7. Have you ever heard of the following people? Tell something about each.

Tecumseh Captain Heald Mrs. Helm
Captain Wells Black Partridge

8. Do you know the names of any of the people who were saved in the Fort Dearborn Massacre?

9. When did the United States Government rebuild Fort Dearborn? Why?

EARLY SETTLERS IN CHICAGO-LAND

Jean Baptiste Point de Saible and Mr. Le Mai were the first settlers in Chicago-land. In the years 1776 to 1781 the Revolutionary War was being fought in the eastern part of what is now the United States. In 1778, George Rogers Clark came to Illinois from Kentucky. He tried to capture Fort Chartres, Kaskaskia, and Vincennes from the British. All was quiet now in Chicago-land. One little hut stood alone on the bank of the Chicago River where the Kirk soap factory was built many years later. This hut stood on the north bank of the Chicago River just east of what is now Michigan Avenue. The little hut was built by a colored man by the name of Jean Baptiste Point de Saible. He came from San Domingo to Chicago-land in 1779. Point de Saible carried on fur trading with the Indians.

At this time General Hamilton was the British general stationed at Detroit. He wanted the Indians to attack the white settlers. He gave the Indians orders to attack and close Point de Saible's trading post. Somehow or other, Point de Saible managed to save his trading post and his life. Point de Saible remained here until 1796. In that year, he sold his cabin to a French trader named Le Mai. Point de Saible then went to Peoria to

live with a friend. He stayed there until he died.

John Kinzie comes to Chicago-land. Le Mai lived about eight years with his Indian wife in the cabin he bought from Point de Saible. He sold it in 1804 to John Kinzie. Mr. Kinzie was a fur trader in Detroit. He came one day to Chicago-land. When he saw the cabin on the river, he thought that it would be a good place for a fur trader to do business. So he bought the cabin from Le Mai. In the spring of 1804, Mr. Kinzie came with his family to live in Chicago-land. The Kinzies fixed up the cabin so that it was more comfortable. Mr. Kinzie built a new porch for the house. He made some furniture. He even planted trees around the house. A little girl, Ellen Marian Kinzie, was born in this house in 1805. She is said to be the first white child born in Chicago.

John Kinzie had learned the silversmith's trade when he was a boy. The Indians would often come and watch him while he sat at his bench, making silver rings and bracelets. They were willing to trade furs for these bits of jewelry. The Indians liked John Kinzie and his family. They always remained friendly with them.

After the Revolutionary War, people began to think of the land in the West. There was much good land in the great West. There was land enough for every man to have his own little farm.

Chicago Historical Society

FIRST PERMANENT RESIDENCE IN CHICAGO

The cabin built by Jean Baptiste Point de Saible in 1779. How did John Kinzie get this cabin? Of what do you think the cabin is made? What river flows past the front yard? Why did Kinzie need a canoe?

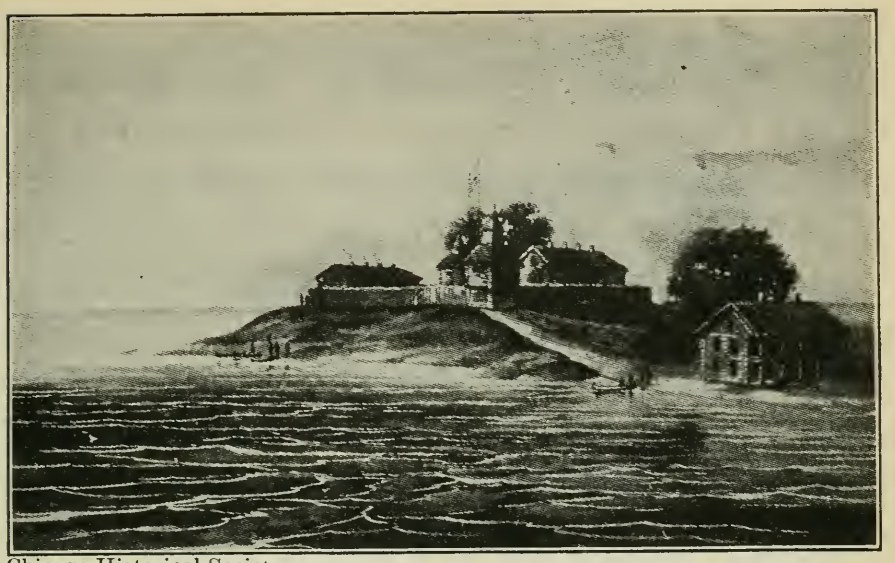
The woods were full of animals which could be trapped and their furs sold. So the people began to come to what is now Illinois and Wisconsin. They came through the woods on pack horses. They sailed down the rivers in flatboats and canoes. They came across the plains in covered wagons. Many little villages sprang up. Some of these people came here to our own Chicago-land. These people traded with the Indians. They gave guns, gunpowder, whisky, blankets, beads, and other things to the Indians in exchange for furs. The Indians traded with the new settlers, but they were not always friendly. The Indians could see

that they were slowly being pushed out of their country by the white people. The white people were getting the Indians' land away from them.

Ouillemette, a French trapper, had a cabin back of the Kinzie house. Three or four other Frenchmen had cabins on the Chicago River. But the little one-room house of the Kinzie family was the finest home in Chicago-land.

Fort Dearborn is built in Chicago-land. In the autumn of 1803, the United States Government decided to build a fort at the mouth of the Chicago River. The place chosen for the fort was just across the river from the Kinzie house. This fort was called Fort Dearborn in honor of General Henry Dearborn. Dearborn had been a general in the Revolutionary War. He was now Secretary of War. Captain John Whistler was the first commander of Fort Dearborn. He was sent with his soldiers to build the fort in the fall of 1803.

Sometime during the summer of 1804, Fort Dearborn was finished. The Kinzie family could now sit on their new porch and look across at the fort. The buildings of the fort were whitewashed. There were two blockhouses at opposite corners of the fort. The guns of the fort were kept in these blockhouses. These guns could be seen sticking out through holes in the blockhouses. The white settlers felt safer when they could see these guns.



Chicago Historical Society

FORT DEARBORN

Built in 1803. The two-story log house outside the fort was a store where the Indians and settlers could buy the things they needed. With what did the Indians often pay for the things they bought?

From 1804 to 1811 the little settlement lived in peace and quiet. The settlers were busy, hard-working people. They were up with the sun and worked all day. The women churned butter. They made soap and candles. They spun wool and knit the wool yarn into clothing. When night came the family was tired. They were ready for bed. But they liked to have some fun, too. Sometimes they went to parties in the fort. If it was winter time, they would walk across the frozen river to the fort. If the river was not frozen, they would row across in a little boat. The people would

gather in the big dining-room of the fort. Mr. Kinzie would play his violin and the people would dance.

At last the long winter would come to an end. With the breaking up of the ice in the river, came the first signs of spring. In the spring the trappers came back from the hunt with their canoes filled with furs. Soon after the trappers arrived, a big sailboat came to the Chicago settlement. It came from Mackinac, a fur-trading post at the northern end of Lake Michigan. This boat came only once or twice a year. It brought food and clothing, ammunition, dishes, pots and pans, and sometimes even a few head of cattle and sheep. Most interesting of all the things on this ship were the letters. How the people waited and longed for them! They talked about these letters for days. One family would exchange the news in their letters with another family. These letters were two or three months old when they arrived. They did not have the fast postal service in those days that we have now.

Trouble in Chicago-land. The days passed quietly in Chicago-land. In the year 1812 the little settlement was getting along very nicely. The white people and the Indians seemed to be living happily together. But, wait! Were these Indians as happy as they seemed? Were they glad that the

white people had come to live on their lands? No, the Indians were not pleased with the white men. This is the reason.

In the early part of 1812 the United States was having trouble with England. This trouble led to the War of 1812. British traders tried to get the Indians to attack the American settlers. And a great and powerful Indian chief named Tecumseh was trying to get the Indians to attack the settlers. Tecumseh went about from tribe to tribe. He told the Indians that the white men were trying to rob them of their land. He said that soon the Indians would have no homes, no land, no place to go. Now America and England were unfriendly and the English would help the Indians against the Americans. This would be a good time for the Indians to drive the white settlers away.

Some of the Indians, especially the young braves, wanted war. The older braves tried to reason with the young ones. They said that they had many friends among the white people. They did not want to harm their friends. And besides, the American people were good fighters. They were strong enough to punish the Indians if the Indians should start a war. So the Indians in Chicago-land did not attack the white people at once. But they were restless.

On the seventh of April, 1812, a little band of

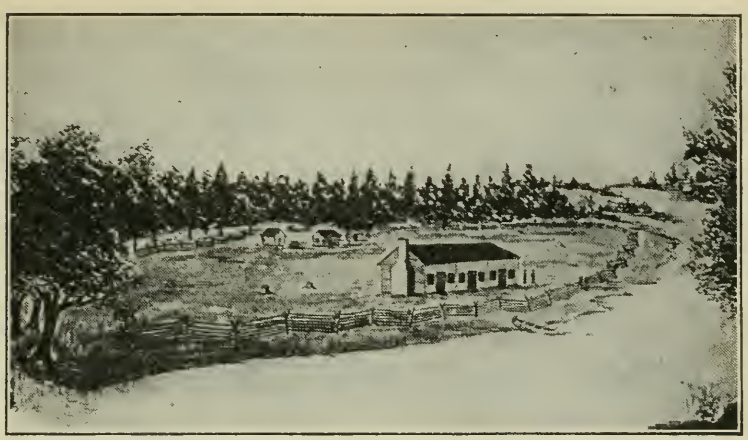
Indians came to a cabin called Lee's Place. This little farm was afterwards called Hardscrabble. The Indians entered the cabin and sat down.

One of the white men in the cabin said that he did not like the looks of these Indians. He felt sure that they were not Pottawattomie Indians. One of the other white men told a young boy who was in the house with them, to say nothing, but to do as he did. Soon this man, followed by the boy, started to leave the house. The Indians wanted to know where they were going. The man made signs to the Indians that they were going across the river to see that their cattle had some hay to eat. Then they would come back again.

The man and the boy got into a canoe at the bank of the river. They paddled their canoe across the river. They pulled some hay from a haystack and pretended to round up the cattle. When they got behind the haystack where they could not be seen by the Indians, they began to run. They ran as fast as they could to the fort. They told the people at the fort that some unfriendly Indians were at the Hardscrabble farm.

The next morning the soldiers went to Lee's Place and found that the other men had been killed by the Indians.

The white people were badly frightened now. They stayed in the fort most of the time. For



Chicago Historical Society

HARDSCRABBLE

A farm on the south fork of the South Branch of the Chicago River. Can you tell what happened here in April, 1812?

about four months, nothing happened. Then on the afternoon of August 7, 1812, a Pottawattomie chief came to the fort. He brought a letter from General Hull at Detroit. This letter said that in June the United States and England had declared war. General Hull said that he and his soldiers could not help the fort at Chicago. Captain Heald, who was now the commander of Fort Dearborn, was to give his extra supplies to the Indians. He was to take his soldiers and the settlers and leave the fort. They were to try to come to Detroit.

The Pottawattomie chief thought it would be wiser if they stayed in the fort. They had food and ammunition enough to last about six months.

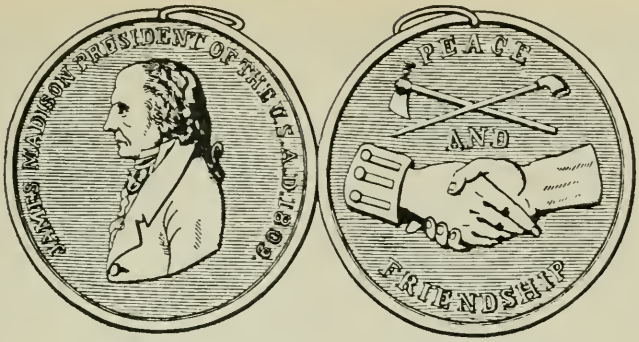
By that time either help would arrive or the fort would be captured by the British. It would be much better to be captured by British soldiers than to fall into the hands of savage Indians. Mr. Kinzie also thought it would be wiser to stay in the fort.

But Captain Heald thought he ought to obey General Hull's orders. The orders were to leave the fort.

The Indian chief then said that, if they were going to leave, they ought to go at once before the unfriendly Indians found out what was going on in the fort.

Again Captain Heald refused to listen. He said he had been ordered to give the extra supplies to the Indians. So he waited and gave most of the supplies to the Indians. The soldiers dumped the extra gunpowder and several barrels of whisky into the Chicago River.

The next day, August fourteenth, Captain Wells arrived at the fort with fifteen friendly Miami Indians. He had heard of the trouble at the fort and had come to help his friends. Captain Wells had been stolen by the Indians from his own family when he was a young boy. He had grown up among the Indians. He knew the ways of the Indians. And he knew that they would attack the white people as soon as they left the fort.



BLACK PARTRIDGE PEACE MEDAL

Given to the Indian chief by the United States Government as a sign of friendship. Why did Black Partridge return this medal to Captain Heald in August, 1812?

Captain Wells came too late. The ammunition had been destroyed and the extra supplies had already been given away to the Indians. There was nothing to do now but to leave the fort.

That evening Black Partridge, a friendly Indian, came to Captain Heald in the fort. He came to return a medal which had been given to him by the Americans. He had worn this medal as a token of friendship. But now the young braves of his tribe had decided to attack the white people. He could not stop them. So he felt that he could no longer wear the medal.

The people in the fort now felt sure that they were going to be killed. But they went bravely on getting ready for their journey. They were to leave the fort at nine o'clock the next morning, August 15, 1812. The Indians had promised that,

in return for the supplies given them, they would go with the people a little way to protect them. Mr. Kinzie decided to go with the soldiers. The Indians were friendly to him and he thought that if they saw him they would not harm the white people. Mr. Kinzie's family was in a boat on the river with a few friendly Indians. They were planning to go to the St. Joseph River where Mr. Kinzie had a trading post.

The settlers left the fort. The soldiers and some of the other men rode on horses. Most of the women and children followed in covered wagons. This little band of about one hundred people marched bravely to the sad music of a funeral march. Captain Wells led the party. He had blackened his face, as the Indians did when they expected to be killed. The poor settlers had given up hope.

The Indians rode along behind the sand hills on one side of them. The lake was on the other side. Miles and miles of prairie were before them and behind them. The little party marched about one and one-half miles to a point that we now know as Eighteenth Street and Calumet Avenue. Here the Indians began the attack. The white people did not have much chance. There were only about one hundred of them, and half of them were women and children. This left about fifty men to fight

Chicago Historical Society

FORT DEARBORN MASSACRE MONUMENT

This monument, now in the Chicago Historical Society building, shows Black Partridge saving Mrs. Helm. What is Mrs. Helm trying to do?

five hundred Indians. The white people fought bravely. But in a short time it was all over. Only thirty-six of the settlers remained alive. One of these was Mrs. Helm, the wife of Lieutenant Helm. An Indian was just about to scalp her when another Indian (Black Partridge) ran up and dragged her away. He carried her to the river and pretended to drown her. He was careful, however, to hold her head above the water. When the fighting was over, he carried her to the Indian camp. Later, she was taken to the home of the

Kinzie family. The Indians had not harmed the Kinzie family and they had returned to their own house.

Three days after the massacre the Kinzie family left their home in Chicago-land. They stayed with some friendly Indians near the St. Joseph River until November. In November the Kinzies were given up to the British as prisoners of war. They did not return to Chicago-land until the year 1816.

The day after the massacre, the Indians burned the fort. They were satisfied now. They said, "This is the end of the white man in Chicago-land. He will never return."

But we know that the Indians were wrong. The white men did return and they remained here.

SOME THINGS TO DO

1. Make a table project, showing how Chicagoland looked when John Kinzie came here.

Show the fort, the Kinzie house, other cabins that might have been there, and the Chicago River.

2. Make another table project, showing a scene on the bank of the Chicago River today. You can make your buildings of manila document paper. Or you can cut pictures of these buildings out of magazines or newspapers and paste them on cardboard.

3. On a large piece of brown wrapping paper (about 2 feet square), draw a picture of Black Partridge saving Mrs. Helm.

4. Visit the Fort Dearborn which has been built on the lake front for the World's Fair of 1933. Be ready to tell the class about your visit.

5. Visit the Chicago Historical Society's Chicago Room. Be ready to tell the class about your visit.

TEST ON EARLY SETTLERS IN CHICAGO-LAND

1. In the years _____ to _____ the Revolutionary War was being fought.

2. About the year 1779 a little _____ was built on the north bank of the Chicago River.

3. The first cabin in Chicago-land was built by _____.

4. This cabin was sold to _____ in the year _____.

5. Mr. LeMai sold his cabin to _____ in the year _____.

6. Ellen Marian Kinzie was the _____ white child born in Chicago-land.

7. John Kinzie was a _____. He also had learned the _____ trade when he was a boy.

8. Is the following sentence true or false?

The Indians did not like John Kinzie and his family.

9. After the Revolutionary War, why did the people begin to come to what is now Illinois and Wisconsin?

Be ready to tell the class which of the answers below you think is correct:

(*a*) There was gold here.

(*b*) There was plenty of rich land for farming and there were many animals which could be trapped for their fur.

(*c*) Someone had found oil wells.

(*d*) There were no Indians here to kill the white people.

10. Why were the Indians not pleased when the white people came to Chicago-land?

11. The building of Fort _____ was begun in Chicago-land in the autumn of _____ and finished in the summer of _____.

12. Is this sentence true or false?

The white settlers did not want the United States Government to build Fort Dearborn.

13. The women worked hard in the early days. Tell some of the things they did.

14. How did the people in Chicago-land get their food and other supplies?

15. In the early part of 1812, the United States was having trouble with _____.

16. An Indian chief named _____ was trying to make the Indians angry with the _____ settlers.

17. Why was the year 1812 a good time for the Indians to try to drive the American settlers away from Chicago-land?

18. The first signs of trouble with the Indians began in _____ at _____.

19. How many people escaped the Indians at Hardscrabble?

20. On August 7, 1812, a letter came to Fort Dearborn from _____ _____ in _____.

21. Can you tell four things that were said in this letter?

22. Be ready to tell the class what the plan of the Pottawattomie chief was. What was the plan of Captain Heald?

23. If you had been in command at the fort, what would you have done?

24. On August 14, 1812, _____ came with _____ to help the people in the fort. This was not much help.

25. Black Partridge had been given a _____ by the _____ people.

26. What did Black Partridge do when he found that he could not stop the young braves in his tribe from killing the white settlers?

27. What became of the Kinzie family when the journey from the fort began?

28. Do you think the people who left the fort were brave? Why?

29. Where did the Fort Dearborn Massacre take place?

30. There were about _____ white people and _____ Indians. Only about _____ white people remained alive.

31. Be ready to tell what happened to Mrs. Helm.

32. Are you glad or sorry that the white people at last drove the Indians away from Chicagoland?

UNIT V: HOW EARLY CHICAGO GREW UP

Chicagoans have many good reasons for calling the past one hundred years a century of progress, for in the past one hundred years Chicago has grown more quickly than any other city in the world has ever grown.

In 1833, Chicago was a little struggling town. Only a few years before, the Indians agreed to allow white people to settle on the land where the town of Chicago began. Today, Chicago is one of the largest cities in the world. And Chicago is still growing! Every year about seventy thousand more people come to Chicago to live. In this unit you will find out why people came to Chicago in the early days, and how these people lived when Chicago was young.

WHAT DO YOU KNOW ABOUT HOW CHICAGO GREW UP?

1. Which of the years below tells when the second Fort Dearborn was built?

1516 1616 1716 1816

2. Which of the years below tells when Chicago became a town?

1803 1813 1823 1833 1843

3. Which of the sentences below tells why Chicago was made a town?

(*a*) Chicago was big.

(*b*) People had lived in Chicago a long time.

(*c*) The people of Chicago wanted to have a town government.

(*d*) Many people had come to live in Chicago.

4. Which of the answers below tells who governed Chicago when Chicago was a town?

(*a*) a king

(*b*) a mayor

(*c*) a board of trustees

(*d*) a city council

5. Which of the answers below tells why the Illinois-Michigan Canal was built between 1836 and 1848?

(*a*) to give people work to do

(*b*) to make the Chicago River flow away from Lake Michigan

(*c*) so there would always be a continuous water route from Lake Michigan to the Illinois River

(*d*) to help drain Chicago-land

6. Which of the answers below tells who governed Chicago after it became a city?

(*a*) a board of trustees

(*b*) a mayor and a group of aldermen

(*c*) a king

(*d*) a president

7. From where did the people of early Chicago get their drinking water?

8. Chicago-land was once a swampy lowland. What was done to make it the well-drained land it is today?

9. What do you think the first white people in Chicago did to make a living?

10. Some of the sentences below tell about the kind of school to which John Kinzie's children went. Copy all the sentences that tell about this school of early Chicago.

(*a*) The parents had to pay the teacher.

(*b*) The city paid the teacher.

(*c*) The rooms were more comfortable than our classrooms today.

(*d*) All the children in the school were taught by the same teacher.

(*e*) All the children in the room were about the same age.

(*f*) There was an assembly hall in the schoolhouse.

(*g*) The school building was a log house.

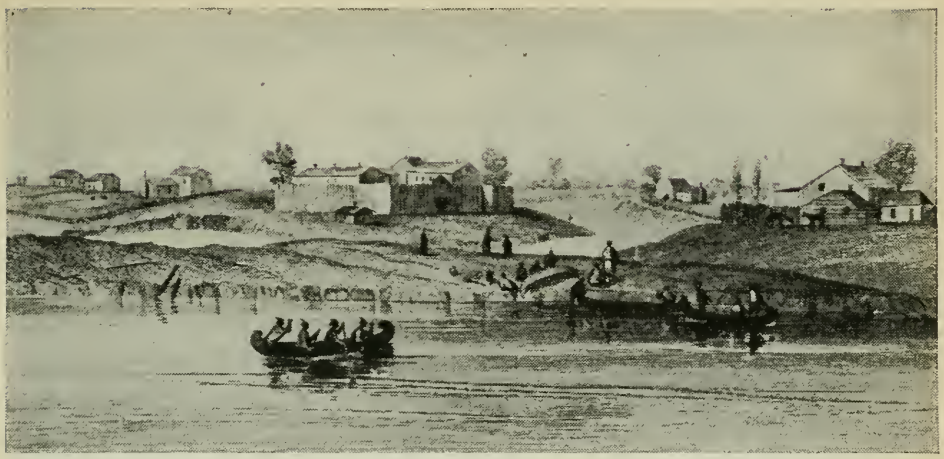
(*h*) The pupils were not nearly the same age.

(*i*) The little schoolhouse belonged to Mr. Kinzie.

(*j*) The schoolhouse had only one room.

(*k*) There were many teachers in the school.

11. How did the people of early Chicago enjoy themselves?



From the Ford Collection, New York Public Library

CHICAGO IN 1820

Can you find Fort Dearborn? Find the Kinzie House. How many homes can you see? Were any Indians living here at this time?

HOW EARLY CHICAGO GREW UP

What happened in Chicago-land after the Fort Dearborn Massacre? From 1812 to 1816, the black ruins of the first Fort Dearborn remained untouched. The bodies of the white people who were killed during the massacre of 1812, remained unburied where they fell. Chicago was forgotten for a while, because most people were busy with the war that was going on at that time between our United States and England. As you have been told, it was called the War of 1812.

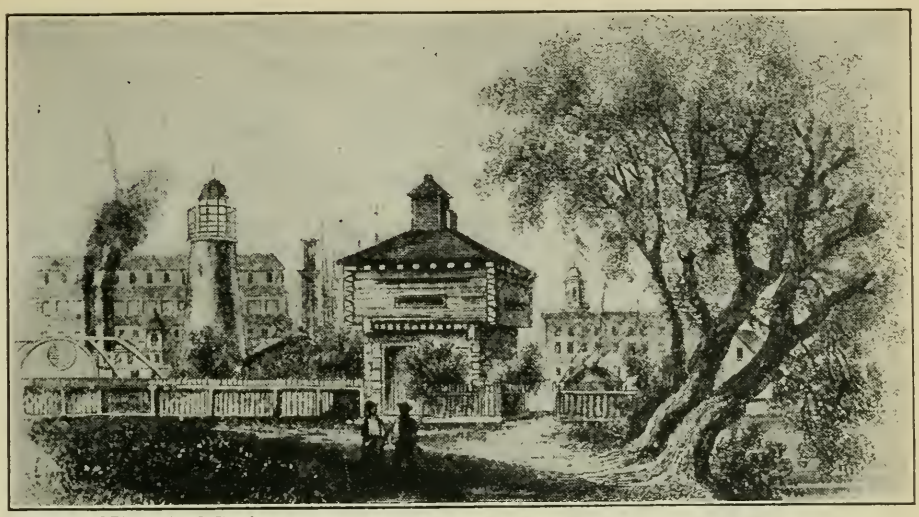
When the war was over and the country was at peace, the people again thought of Chicago-land. In 1816 the second Fort Dearborn was built. It

was built to protect the "Gateway to the West." The place where the Chicago River and Lake Michigan meet was often called the "Gateway to the West." Can you tell why this was a good name?

The second Fort Dearborn was built on the place where the first fort had stood. The second Fort Dearborn was a little larger and was built a little better than the first Fort Dearborn which had been destroyed by the Indians. A short time after the second Fort Dearborn was built John Kinzie and his family came back to their former home. Other white settlers came, and a little settlement grew up around the wooden walls of the fort. These people knew that the soldiers in the fort would protect them from the Indians.

With the exception of about five years, soldiers were on duty in the second Fort Dearborn from 1816 to 1836. After the year 1836 United States soldiers were no longer at Fort Dearborn. It no longer seemed necessary to have soldiers at Chicago. By this time the Indians had moved west of the Mississippi River. More and more white settlers were coming to Chicago. So there was no longer any danger of an attack by unfriendly Indians.

In the year 1857, the second Fort Dearborn was ordered torn down. The land was too valuable by



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FORT DEARBORN IN 1857

Observe the blockhouse in this picture. To the left is a lighthouse. Why did Chicago need a lighthouse near the mouth of the Chicago River?

this time to remain unused. One of the log houses, once used by the officers of Fort Dearborn, was moved to Thirty-third and State Streets and was used as a grocery store until 1887. Only a small brick building which had been built on the fort grounds in 1824 was left standing. It was used as a grocery store by a man named Hoyt. It was destroyed in 1871 in the great Chicago fire. Today the London Guarantee and Accident Building stands where Fort Dearborn stood in the early days.

The early settlers made a living by gardening, hunting, fishing, and fur trading. Chicago grew rather slowly during early years. But after plans

were made for the building of the Illinois-Michigan Canal, many people began to come to Chicago.

As early as 1673, the route from the Great Lakes to the Mississippi River was known to Joliet and Marquette. They knew, that with the exception of a very short portage, it was possible to go by water from the Great Lakes to the Gulf of Mexico. Do you remember what is meant by a portage? In 1673, Joliet suggested that a canal could be made to connect the Chicago River with the Des Plaines River. Joliet said a canal would make possible a continuous water route from the Great Lakes to the Gulf of Mexico. But for many, many years, no one thought much about Joliet's suggestion.

Look at a map of the United States. Can you find all the places talked about in the last paragraph? Can you find this water route on your map? Where was the portage that Marquette and Joliet talked about?

People talked about digging a canal to connect the Chicago River with the Illinois River. But nothing was done about digging this canal until the year 1829. In that year the State of Illinois began to plan the route of the canal. The State of Illinois also began to lay out towns along this route. It was then that Chicago was planned.

Before 1830, people often spoke of Chicago.

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PART OF THE PLAN OF CHICAGO IN 1830

Can you find the street that is now Wacker Drive? Find the place where our city hall and county building now stand.

What did they mean by that name? Sometimes they meant the river. Sometimes they meant the few small cabins on the swampy shores of the river. But no one knew just where Chicago began or where it ended. It was on August 4, 1830, that the first plan of Chicago was completed. This plan was made by one of the canal commissioners

appointed by the State of Illinois. The canal commissioner planned the streets and house lots in Chicago. He finished this plan on August 4, 1830. This date marks the end of the "Fort Dearborn Settlement." This date marks the beginning of Chicago as a definite place on the map.

At this time Chicago was a tiny settlement around Fort Dearborn. There were only about one hundred people living in Chicago in the year 1830. Many of these settlers were half-breed Indians and French fur traders. But with the hope of a canal being built soon, more pioneers came to live in Chicago. People knew that when the canal was built, grain, cattle, and other things would be brought cheaply from the West to the East by way of this new canal. Manufactured goods would be carried from the East to the West by the same route. Chicago would become a very important city.

The digging of the Illinois-Michigan Canal was begun in the year 1836. It was completed twelve years later, in 1848. The Illinois-Michigan Canal is ninety-six miles long. It is sixty feet wide and six feet deep. Its eastern end joins a short arm of the South Branch of the Chicago River at about Twenty-sixth Street in the city of Chicago. Its western end joins the Illinois River at the city of La Salle, Illinois. Find this canal on your map.

When this canal was finished, there was a continuous water route from Lake Michigan to the Gulf of Mexico. When the canal was first made, it was a very important waterway. But today it is not so important. Can you tell why? Is it deep enough for the big lake boats you see today? How about the trains, automobiles, and trucks of today?

Even before the Illinois-Michigan Canal was begun, new settlers came to Chicago. They heard about the plan for the canal. They said, "Soon there will be a continuous water route from Lake Michigan to the Mississippi River. Soon Chicago will be a very important trading place. It will be a good place to live."

The people knew that work was being done at the mouth of the Chicago River. The harbor was being made better than it was before. And they said, too, "The Indians have given up their claims to the land in and near Chicago. If we settle in Chicago we need not fear the Indians."

So more and more people came to live in Chicago. By the year 1833, there were about three hundred fifty people living in Chicago. These people knew that the State of Illinois had a law which said that people in any settlement having over one hundred fifty people could start a town government. The people of Chicago wanted to

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TWO CHICAGO HOTELS IN 1833

Wolf Tavern is at the left. A picture of a wolf is on the sign that hangs from the high post. Across the river is Miller's Hotel. About how many people lived in Chicago in 1833? What happened on August 10, 1833?

make their settlement a town in order to protect the health and happiness of the people. They decided to form a town government and a notice something like this one was posted where everyone could see it:

Public notice is hereby given that an election will be held at the house of Mark Beaubien, on Saturday, the 10th day of August, at 11 o'clock in the forenoon of that day, for the purpose of choosing five trustees of the town of Chicago.

On August 10, 1833, twenty-eight voters came

to the house of Mark Beaubien. They elected the first trustees of the town of Chicago. The trustees were given the power to make laws to keep the people of Chicago healthy and happy. The trustees had their first meeting on August 12, 1833. Thus Chicago really began its life as a town, in August, 1833.

Chicago grew gradually. The boundary lines of the town were extended from time to time. Ways of living in Chicago were gradually made better. Many improvements in the government of the people were made. Many things were done to keep the people healthy and happy. Chicagoans, even in these early days, knew that cleanliness brings health. So laws were made to keep the river, streets, and ditches clean.

In the year 1835, the town of Chicago paid to have a well dug near the Kinzie home. This was a public well. Any person in Chicago could get water from this well. In the same year, 1835, Chicago set aside land to be used as a cemetery. Before this time a dead person was buried at any place that his friends and relatives chose to bury him.

People in the eastern part of the United States heard about the improvements that were being made in Chicago. Many people from the East came to Chicago to live. The people of Chicago hoped

and believed that their town would some day be one of the greatest business centers of the world.

By 1837, there were more than four thousand people living in Chicago. The leading people of the town felt that another change in government should be made. The board of trustees of the town of Chicago held a meeting. Leaders from the different parts of the town were invited. At this meeting it was decided that the town should ask the State of Illinois for a city charter. The State of Illinois gave Chicago a city charter on March 4, 1837. On this day Chicago was made a city.

The city of Chicago elected its first officers on May 2, 1837. Seven hundred nine votes were cast. William B. Ogden was elected Chicago's first mayor. At that time Chicago had six wards. Each ward elected one alderman. Chicago was now to be governed by a city council instead of a board of trustees. The city council was made up of the mayor and the aldermen from the wards.

During the years 1835 and 1836, many people came to Chicago. They came in carriages, on boats, and in covered wagons. They came on horseback and on foot. Most of the newcomers to Chicago wanted to buy land. They offered high prices. Every day the price of land became higher. Everyone who owned land expected to become very rich.

SEAL OF THE CITY OF CHICAGO
Adopted in 1837, when Chicago was made a city.

But this could not go on forever. In 1837, something terrible happened. Many banks failed. Most of the people in Chicago had not saved any money. They had spent every dollar they had in buying lots. They needed money very badly and they wanted to sell their land. But no one cared to buy the lots. For two years Chicago had "hard times." Lots could not be sold even at very low prices. Many people in Chicago had no money. They had only land—land that no one would buy.

So the people did the best they could with their land. They made big gardens and in this way earned their living. It was at this time that Chicago came to be known as the "Garden City."

How did Chicago protect the homes of its citizens in the early days? Every girl and boy knows that in order to play a game we must have rules. If each player did just as he wanted to do, there could be no game. A group of people who play a

game together must have rules. So, too, a group of people, who want to live happily together in a town or city must have rules. The rules which the town or city makes are called laws.

Shortly after the settlement around Fort Dearborn became the town of Chicago, a board of trustees was chosen. These trustees made laws to help keep the people of Chicago healthy and happy.

Chicagoans who obey the laws of Chicago are playing the game fairly. When we break a law we do not play fair. Then we spoil the game for ourselves and for others.

There are always some people who do not play games fairly. There were some people in early Chicago, too, who did not obey the laws of the town. Chicago, in the very early days, had no real policemen or constables to see to it that the laws were obeyed. Any citizen could bring a wrongdoer before the officers of the town. As a reward for the work of seeing to it that offenders against the law were punished, one-half of the fine was given to the person who told on the wrongdoer.

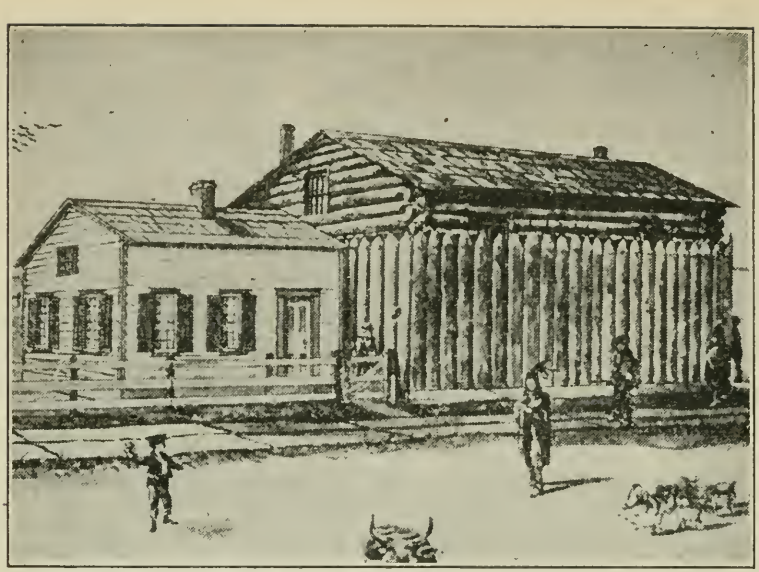
During the year 1835, Chicago improved its government in several ways. It created a board of health and it appointed its first regular constable or policeman. It was the duty of the con-

stable to enforce the laws of Chicago. By 1840, Chicago had two constables. By 1850, Chicago had about ten constables to enforce the laws of the city.

About 1855 Chicago began to have a well-organized police department. Until 1858, the policemen of Chicago did not wear uniforms. They wore ordinary suits of clothes, just like the other men of the city. But on his suit, each policeman wore a leather badge to show that he was an officer. In 1858, the Chicago police began to wear blue uniforms. Each policeman wore a brass star on his blue uniform.

There were no detectives hired by the city of Chicago until the year 1861. Allan Pinkerton was the first Chicago detective. Pinkerton was a very clever detective. The story is told that Pinkerton once saved Abraham Lincoln's life. It was in the year 1861. Abraham Lincoln was getting ready to go from his home to the White House in Washington. Pinkerton discovered that some men had made a plot. They had planned to kill the great President.

Pinkerton quickly went to Abraham Lincoln. "Mr. President, your life is in danger," said Pinkerton. "It would be very dangerous for you to go on your journey, dressed as you are. All the roads to Washington are guarded. Some people



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FIRST PRISON BUILT IN CHICAGO

Can you tell something about how this prison was built?

want to kill you before you reach Washington. But we will fool these bad people. We will dress you in such a way that no one will know you." So Pinkerton saw to it that Abraham Lincoln was dressed as an old woman. No harm came to Mr. Lincoln. He reached the White House in Washington without being hurt. Pinkerton's work was well done.

In 1851, the State legislature allowed Chicago to build a prison. This prison was built at Polk and Wells Streets. It was called the Bridewell. The Bridewell was built of three-inch oak planks set upright. The roof was made of three-inch oak planks. This building was one hundred feet long

and twenty-four feet wide. It was only one story high. It had two hundred cells. Do you think each prisoner had a big cell?

Even when Chicago was very young, she tried to help her citizens by protecting them from fire. Unit Six will tell you what Chicago did to help protect her citizens from fire in the early days.

How was the health of the people of Chicago protected in the early days? Up to 1835 Chicago had no laws to protect the people's health. People could dump rubbish anywhere they pleased. There were heaps of rubbish in front of many houses. Filthy water lay in puddles in the streets. Sometimes the filthy water ran down a ditch to the river. Careless people sometimes threw dead animals and refuse into the river. From time to time many people suffered and died from cholera. Cholera is a terrible disease. Often people who drink impure water get cholera.

In 1835, Chicago started a board of health. Some laws were made to keep the river, streets, and ditches clean. But even after the laws were made, the river, streets, and ditches were not kept clean. You must remember, that until the year 1840, there were never more than two policemen to take care of the whole city of Chicago. They could not watch all the careless people and these people did not obey the law. These careless people

did not love their city. They did not try to make their city a better and a happier place in which to live. A person who does what is right only because the police will get him if he does not do the right thing, is not a good citizen. People should remember that each thing they do either helps them and their city to succeed or keeps both them and their city from getting along well.

Of all the things that people need, one of the most important is pure water. We use water for drinking and cooking. We use it for washing ourselves, our clothes, dishes, floors, and other things. Cattle are given water to drink. Gardens and lawns are sprinkled with water. Fires are put out with water. Can you think of other ways in which water is used?

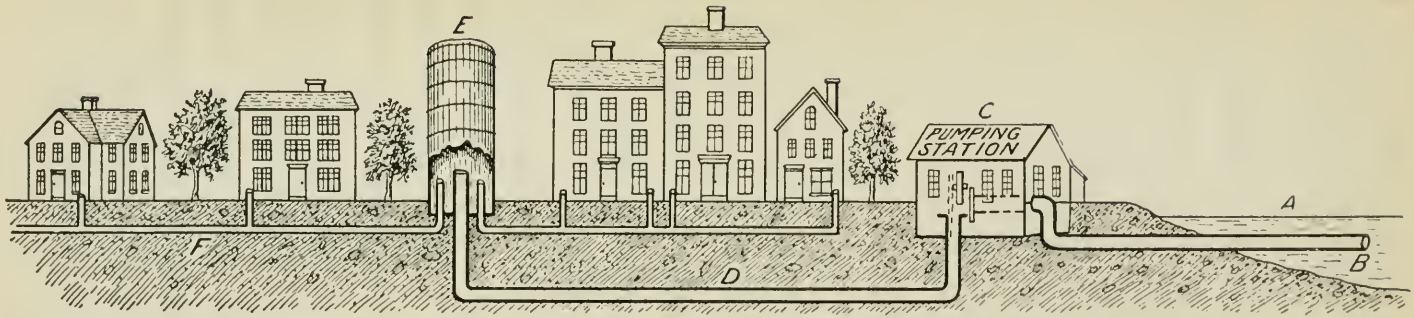
Early settlers in Chicago got their drinking water in pails from the river or lake, by pumping or lifting it from a well, or by getting it from water carts.

A water cart was a wagon with barrels on it. Some men made their living by selling water. They would drive a water cart to the lake. There they would fill the barrels with water. Then they made trips around town. A cart would drive up to the house of a person who wanted to buy water. A short leather hose was connected to a barrel of water on the water cart. The water peddler then

filled his customer's barrel or pails. The cost of water in the early days of Chicago was from five to ten cents a barrel.

In 1842, the first waterworks of Chicago was finished. This first waterworks was not owned by the city. It was owned by a group of men. People who used the water had to pay the men who owned the waterworks. The waterworks had a pumping station near the lake. An iron pipe led from this pumping station to the lake. Another pipe led from the pumping station to a large tank called a reservoir. The large tank was near the center of the city. Many small wooden pipes led from this tank to the homes in different parts of the city. These pipes were simply logs with holes bored through the center from end to end.

This waterworks was not so good as the people had expected it to be. Sometimes the water level of the lake was low. Then the intake pipe was standing out of water. The intake pipe was too near the shore where the rubbish and sewage were dumped into the lake. The intake pipe was not carefully screened. Sometimes little fishes were carried into homes by way of the water pipes. Only one-fifth of the people of Chicago were supplied with water in this way. In what ways do you think the other four-fifths of the people got their water?



After a drawing by C. Brindl

WATER SYSTEM OF CHICAGO IN 1842

A.—Lake Michigan.

B.—An iron pipe. The opening of the pipe was near the shore of the lake. Much rubbish and sewage was dumped into the lake near the shore. The rubbish and sewage made the water impure. The iron pipe was not carefully screened. Fish often went into the pipe.

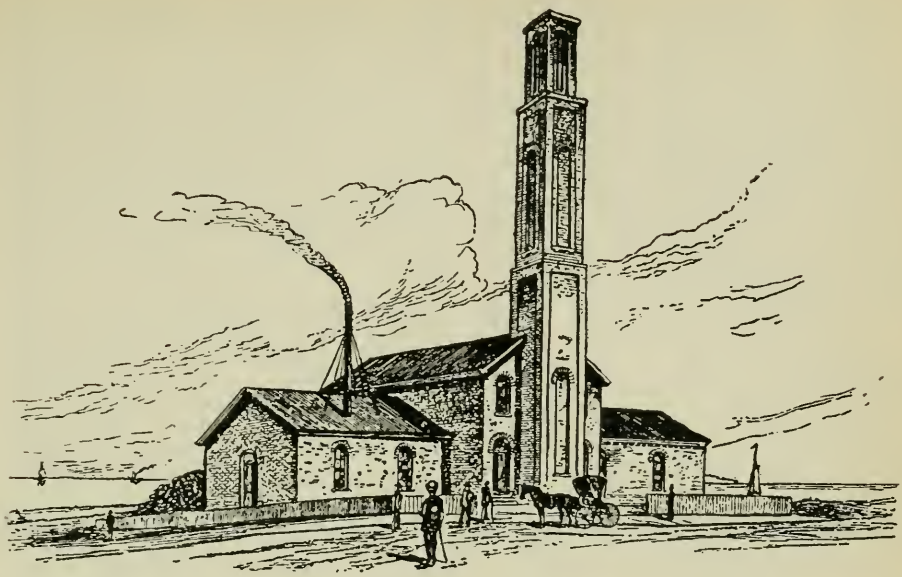
C.—The pumping station. Here water was pumped from the lake into the reservoir.

D.—An iron pipe that carried water from the pumping station to the tank or reservoir.

E.—The tank or reservoir. This tank was higher than most of the buildings in the city. The water from this tank ran through the wooden pipes under the streets to the homes of the people. The tank or reservoir was in the center of the city.

F.—The pipes which led from the tank to the homes of the people were wooden pipes. They were simply logs with holes bored through their centers.

Water from this water system reached only about one out of every five people in Chicago.
Who owned this water system of 1842?



Courtesy of Department of Public Works, Chicago

WATERWORKS BUILT IN 1852

Who owned this waterworks? In what way was this water system different from the water system of 1842?

Nine years after the first waterworks was finished, the city of Chicago took charge of the water supply. Another waterworks was built. There was a tall square water tower made of bricks. This time no reservoir was built. The water was again taken from near the shore of the lake. The water supplied by this new waterworks was not pure because much rubbish was still being thrown into the river and into the lake. In rainy weather the river ran into the lake.

Everyone was thinking about this question, "What can we do to get pure drinking water?"

Mr. Chesborough, the city engineer, thought of a way of getting water from far out in Lake Michigan. In Unit Eight you will read about Mr. Chesborough's plan of getting water far from the shore. The plan Mr. Chesborough thought of is still being used today.

As you have been told, until 1835 there was no special burial ground or cemetery in Chicago. After the cholera epidemic of 1834, the town of Chicago set aside land for burying the dead. There was one cemetery at Chicago Avenue and Lake Michigan. There was another cemetery at Twenty-third Street and Lake Michigan. In 1847, part of the land that is now Lincoln Park was set aside as a burial ground. Did you ever see anything in Lincoln Park that would make you think that Lincoln Park was once a cemetery? What did you see? Some private cemeteries were begun in the year 1866. Graceland Cemetery, Rosehill Cemetery, and Oakwood Cemetery were begun in that year.

Chicago in the early days was a swampy lowland. In rainy weather the streets were very muddy. Chicago tried several ways of draining the city, but it was still a very swampy place. The early citizens of Chicago knew this saying: "If at first you don't succeed, try, try again." So they tried again. This time they started a job that

most people would believe was impossible. They started to fill in the land. They made the land of the city several feet higher than it was before. The streets were raised. Many buildings were raised to meet the new higher level of the street. But some buildings were not raised. Did you ever see a building that looked as though it had sunk into the ground? Did you ever see a front yard that had steps leading down from the sidewalk to the front yard? Such houses and yards will help you remember how low the land in Chicago was in the early days. Even in the early days Chicago worked hard to give its people good water, to get rid of swampy land, and in other ways to make Chicago a healthful and happy place in which to live.

How did the people make a living in Chicago in the early days? As you know, many years ago only Indians lived on the land where Chicago now stands. The Indian men spent most of their time in hunting and fishing. In that way they earned a living for themselves and their families. Food, clothing, and shelter are the three things which all people need. All these the Indians got by hunting and fishing. Sometimes the Indian women planted corn in a little garden near the tepee.

For a long time, the Indians were the only people living in Chicago-land. But in 1673 Joliet

and Marquette came. Joliet was an explorer. Marquette was a missionary.

Soon other white men came to Chicago-land. They found the forest full of animals. Furs of many of these animals were worth much money. Some of the white men who came to Chicago-land went into the woods and hunted for animals, to get their furs to sell. Some of the white men bought furs. They gave the Indians beads, blankets, guns, or trinkets for the furs of the animals which the Indians had killed. Then these white men sold the furs to other white people. Many of the furs were shipped to Europe where they were used in making coats, gloves, and caps. The white men who gave the Indians beads, blankets, guns, and other things for fur were called fur traders. Many white men made their living in this way.

John Kinzie was the first white man who came to Chicago to stay. He was a fur trader. He hired men, called trappers, who went into the wilderness to hunt and trap fur-bearing animals. Each spring Mr. Kinzie's trappers and hunters came back with many furs. They got these furs from the animals they had killed in the wilderness during the winter.

Mr. Kinzie sent the furs by boats to northern Michigan. He sometimes made little silver trinkets

Chicago Historical Society

THE SAUGANASH HOTEL

Built by Mark Beaubien in 1831 on Lake Street, near Market Street. The first plays shown in Chicago were given in the dining room of this hotel. Dances and parties were given here. Can you imagine a hotel lighted by oil lamps? How did Mark Beaubien entertain his guests? The hotel was destroyed by fire in 1851.

which he gave to the Indians. The Indians liked Mr. Kinzie. The Indians did everything they could to help him and his family.

Most of the early settlers had gardens near their homes. Some of them even had farms.

Mark Beaubien, another early settler, was one of the most interesting people of early Chicago. He came to Chicago in the year 1826. He bought some land. On it, he, with the help of other set-

tlers, built the Sauganash Hotel. This was the first frame house in Chicago. All the houses before had been built of logs. Mark Beaubien was the manager of this hotel. His wife and children helped him take care of the hotel. In the evening when the work was done, Mark Beaubien often entertained his guests by playing for them on his violin.

Besides being a hotel-keeper, Mark Beaubien ran a ferryboat across the South Branch of the Chicago River. People living in Cook County could cross the river on this ferry without any charge, but people who did not live in Cook County had to pay a high price for this service. Crossing the river was expensive in those days!

At one time Mark Beaubien took care of a lighthouse near the shore of Lake Michigan. Mark Beaubien, like many other early settlers, did many kinds of work.

There is one great difference in the way the early settlers earned a living and the way the people of today earn a living. Can you tell what this big difference is? Today most men do only one kind of work. Some men are carpenters. Some are painters. Some are bakers. Some are cooks. Some are musicians. Some are storekeepers. In the days of early Chicago, almost every person did many different kinds of work.

just as Mark Beaubien did. Can you tell why a person in early Chicago did many kinds of work?

Today, Chicago leads all the cities of the world in certain kinds of work, such as packing meat and grinding grain. Chicago is one of the leading manufacturing cities of the world. Chicago is located in the center of a land that has a great supply of farm products. Grain, cattle, hogs, and other products are within easy reach of Chicago.

Many of the leading industries of Chicago today, had their beginning when Chicago was very young. As early as the year 1832, two hundred cattle and three hundred fifty hogs were slaughtered and the meat packed and shipped to another city. By the year 1857, almost two hundred people in Chicago earned their living in the meat-packing business. About one hundred earned a living by making candles, soap, and lard. About two hundred fifty people earned a living by grinding grain into flour and by making wine, beer, and ale. Making leather was also an important business as early as 1857.

The first sawmill of Chicago was used in 1832, to saw logs into boards for building. The first brickyard in Chicago began to do business in 1833.

In 1837, a Chicagoan started to make furniture. By 1857 this man's furniture business occupied a five-story building. He had put $60,000 into this

business. All these different kinds of work have become great industries.

School life in the early days in Chicago was very different from what it is now. The first regular teaching known in Chicago was done about Christmas time in the year 1810. John H. Kinzie, son of the first permanent white settler, was about six years old. Robert A. Forsyth was little John Kinzie's friend. Robert was thirteen years old. He felt that John was old enough to learn something about books. So young Robert took upon himself the work of teaching little John. Other children of early Chicago picked up bits of book learning in much the same way.

In 1816, Mr. Cox began to teach John Kinzie, three other Kinzie children, and several children from Fort Dearborn. He taught them in a small log cabin in Mr. Kinzie's garden.

A few years later, a Sergeant Cornish gave lessons to a group of children. He used as a schoolhouse one of the buildings at Fort Dearborn.

By 1830 girls and boys were taught in a five-room log house at what is now Randolph Street and Michigan Avenue. Twenty-five pupils between the ages of four years and twenty years went to this school. Mr. and Mrs. Forbes were the teachers. They used part of the five-room log house for their home.

As the number of children in Chicago increased, one or two more little private schools were opened. They were something like the Forbes School. The parents of the children going to these little private schools had to pay the teachers for their work. There were no public schools at that time.

In 1833, the year that Chicago became a town, Miss Eliza Chappel came to Chicago. Miss Chappel was Chicago's first public school teacher. Her schoolhouse, like the other schools of early Chicago, was a log house. This house was divided into two parts by a calico curtain. One part of the house was the room in which Miss Chappel lived. The other part of the house was the schoolroom. Some of the pupils brought their own chairs. Some sat on boxes. Some sat on long, rough benches that had no backs. There were no desks. There was one table in the classroom, at which the older girls and boys practiced writing. At one end of the room was a small raised platform. On this platform was a table for the teacher. There were no fine pictures in this early schoolhouse, and there were few books. A map of the United States and a map of the world hung on the wall. A globe stood on the teacher's desk. These were the only things that helped to brighten the room.

The log schoolhouse of Miss Eliza Chappel was near the grounds of Fort Dearborn. Some of the

Chicago Historical Society

FIRST SCHOOLHOUSE OWNED BY CHICAGO

When was it built? What was it called? Does the picture tell you how some people in Chicago earned a living at that time?

children lived on the other side of the Chicago River. These children had to paddle their canoes across the river to and from school. How would you like to go to school in a boat?

In January of the year 1834, Miss Chappel left this log schoolhouse. Then she began to teach her class in the First Presbyterian Church building.

The first schoolhouse owned by the town of Chicago was built in 1836, on what is now the southeast corner of Madison and Dearborn Streets. It was known as the "Old District School House." Sometimes it was called the Rumsey School.

Until about the year 1840, each school in Chicago carried on the teaching of young Chicagoans in its own way. Shortly after 1850, a superintendent of schools and a board of education were appointed. Then the Chicago schools were managed in a much better way.

In 1871, the terrible fire destroyed many school buildings. On the morning after the fire, ten thousand children had no school to which they could go. A few schools were not burned. These were opened to take care of the people who were made homeless by the fire.

Two weeks after the fire, every pupil was taken care of in some way. A great many children went to school only a half day. Some went to school only in the morning. Some went only in the afternoon.

Since the time of the Chicago fire in 1871, the schools of Chicago have grown very fast. In 1871, there were about forty thousand children in Chicago's public schools and there were about six hundred public school teachers. Today we have about five hundred thousand children and over fourteen thousand teachers in the public schools of Chicago.

How did the people of early Chicago enjoy themselves? The people who came to Chicago in the early days had to work very hard. They had to build their own homes. Often they had to make

their own furniture. They had to make a garden. The men went out hunting, to get food. So, you see, they did not have much time to spend just having fun. But all people must have some good times. So these early settlers tried to have fun while they were working. They often changed real work into a game.

When a new settler was ready to build his home, many of the old settlers would help him build it. The men would race to see who could do the most work in a day. A prize would sometimes be given to the man who did the most and best work.

The women of early Chicago often helped each other, too. A sewing bee or a quilting bee was much fun. Sometimes the men, women, and children got together and had a spelling bee. In the early days of Chicago, work and play went together.

Most of the time there was much work to be done. But sometimes in winter, when there was not so much work, the settlers spent some time in play. Sometimes there were dances at Mark Beaubien's Sauganash Hotel. These dances were enjoyed by the old as well as by the young. Some settlers enjoyed themselves by playing checkers or cards. Some men liked to spend their free time in talking and arguing about different subjects. These men started a debating club.

In the early 1830's, weekly prayer meetings were held. Sometimes they were held in homes. Sometimes the people met in a store or some other place. There was no organized church in Chicago until the year 1833.

Sometimes the settlers who owned horses had a horse race. They would have these races only on cold winter days when the river was frozen over. The race would take place on the ice. Many settlers, young and old, would stand along the bank of the river. They would try to guess which horse was going to win the race.

The early settlers had to make their own fun. There were no theaters. There were no concert halls. There were no libraries. The first entertainment given by a real actor in Chicago took place in February, 1834. This actor was a ventriloquist. A ventriloquist is a person who can make his own voice seem to come from some other person. Grown people had to pay fifty cents to see this actor. Children had to pay twenty-five cents.

Late in the year 1837, the first real play was given in Chicago. The Sauganash Hotel was used as the first theater. By this time, the people of Chicago were becoming interested in history, science, art, and those finer things in life which we call culture. In 1856, the Chicago Historical

Society was formed. The fine museum and library of this organization are now located in Lincoln Park. In 1857, the Chicago Academy of Sciences was formed. The people who started this Academy of Science were interested in exploration and animal life.

Many of the ways in which we enjoy ourselves today were hardly thought of in the early days of Chicago. Before about 1860, little or nothing was said of baseball teams, boat races, or golf courses.

Choral clubs, concerts, and other musical activities really did not begin until after the terrible fire of 1871. There was no public library in Chicago until after the fire of 1871. There was a library, but it was not free to the public. People paid a fee to use the library.

The early settlers of Chicago were happy with little. How happy and satisfied we should be, with all the things we have today!

SOME THINGS TO DO

1. Visit the forest preserve near Forty-ninth Street and Harlem Avenue. There you will see a monument which marks the spot where Marquette and Joliet left the Des Plaines River and began the portage to the West Fork of the South Branch of the Chicago River. Be ready to tell your class what you saw.

2. Go to see the model of Fort Dearborn on the World's Fair Grounds. Be ready to tell your class what you saw.

3. Draw a picture of an Indian giving a white man some furs. Show that the white man gave the Indian some beads, a blanket, and a gun.

4. Draw a set of pictures of Mark Beaubien.

(*a*) Make a picture of Mark Beaubien and other men building the Sauganash Hotel.

(*b*) Make a picture of Beaubien running a ferry across the river.

(*c*) Make a picture of Beaubien in charge of a lighthouse.

(*d*) Make a picture of Beaubien playing his violin while people dance at the Sauganash Hotel.

Put all these pictures on one big paper. Under the pictures print this: "Early Chicagoans did many kinds of work."

5. Make a model or a drawing to show how you

think the inside of Mr. and Mrs. Forbes' school looked.

6. Make a model or a drawing to show the inside of Miss Eliza Chappel's first schoolhouse.

7. Get or draw a picture of the Rumsey School, the first schoolhouse owned by the town of Chicago. Get or draw a picture of one of the new school buildings built by the city of Chicago. Paste both pictures on one sheet of paper. Under the pictures print the words: "Schools, Then and Now."

8. Make a map to show the route of the Illinois-Michigan Canal. Draw the map or make it with clay.

9. In a large picture, on a sand table, or in some other way, show how the people of early Chicago got their drinking water. Show people getting water with pails from the river or lake. Show people getting water from a well. Show people buying water from a man with a water cart.

10. Make a model of a wooden pipe such as was used to carry water from the reservoir to the homes in Chicago, about 1842. If you have time, make a model of the entire pumping system of 1842.

11. Make a cross-sectional drawing to show Mr. Chesborough's plan to get water from Lake Michigan far from the shore.

12. Visit a pumping station. Write a short story about what you saw.

13. Make a graph to show the growth of Chicago's police department.

If you do not know what a graph is, ask your teacher.

Year	*Number of Police*
1830	0
1840	2
1850	10
1863	84
1872	449
1880	473
1890	1,900
1900	3,314
1910	4,260
1920	5,152
1930	6,719

14. Get a large piece of paper, two or three feet wide and twelve feet long. Plain wall paper or any other heavy paper will do. Ask your teacher if you may tack this paper to the wall or paste it on the blackboard. Near the top, mark off the paper into half-inch lengths. In the lower left-hand corner, write this: "Each little space stands for one year." Make the first line very

heavy. Above this line write 1670. The next line stands for the year 1671, the next for 1672, and so on. Count the lines until you get to the line that stands for 1680. Make this line very heavy. Write 1680 above this line. Do the same thing for the following years: 1690, 1700, 1710, 1720 and so on to 1940. Now your time line is ready.

Write each of the following dates and events on a big tag. Tie a string to the tag. Pin or paste the string to the time line at the proper place or date. If you paste pictures on the tags, the time line will look very pretty. Here are some dates and events to be written on tags:

1673—Marquette and Joliet discovered the Mississippi River.

1674—Marquette spent the winter at Chicago.

1679—La Salle may have been in Chicago-land.

1683—La Salle was in Chicago-land.

1776—The American colonists formed a new nation, the United States.

1779—Point de Saible came from San Domingo to Chicago-land.

1795—The Treaty of Greenville was signed. The Indians gave Chicago-land to the United States.

1803—Fort Dearborn was built.

1804—Mr. Kinzie came to Chicago to make his home.

1812—The Indians killed many white settlers in the Fort Dearborn Massacre.

1816—The second Fort Dearborn was built.

1830—The town of Chicago was planned by the Illinois-Michigan Canal commissioners.

1832—Many cattle and hogs were slaughtered. The meat was packed and shipped to another city. Today meat packing is one of Chicago's greatest industries.

1832—The first sawmill was used in Chicago.

1833—The first brickyard in Chicago began to do business.

1833—The town of Chicago was incorporated.

1833—Chicago's first newspaper, *The Chicago Democrat*, was published.

1834—A great land boom in Chicago began.

1836—The Illinois-Michigan Canal was begun.

1836—A circus came to Chicago for the first time.

1837—Chicago became a city.

1837—The furniture business was begun in Chicago.

1842—The first waterworks in Chicago was completed.

1848—The Illinois-Michigan Canal was ready for use.

1848—Chicago's first railroad was built. Today Chicago is the leading railroad center of the United States.

1856—Chicago had its first street car.

1856—The Chicago Historical Society was founded.

1856—The first good sewers in Chicago were built. They were planned by Mr. Chesborough.

1858—Chicago's first paid fire department was begun.

1859—The first art exposition in Chicago was held, to interest and educate citizens in art.

1866—Graceland, Rosehill, and Oakwood Cemeteries were begun. These were the first private cemeteries.

1871—A great fire destroyed much of Chicago.

1874—The Chicago Public Library was opened.

1879—The Art Institute of Chicago was begun.

The above dates and events will help you to understand how Chicago grew. You will want to add other important dates and events that you read about in this story of Chicago.

TEST ON HOW EARLY CHICAGO GREW UP

1. Chicago is only about one hundred years old. In the past century Chicago grew _____ than any other city in the world. Do you think that Chicago will grow more quickly in years to come than it has grown in the past century? Why?

2. The Fort Dearborn massacre happened in the year _____. At this time many _____ people were killed by _____. Fort Dearborn was _____.

3. A second Fort Dearborn was _____ in the year 1816.

4. Soon white people _____ to Chicago.

5. After the Indians had moved _____ of the Mississippi River more white people came to Chicago.

6. After plans were made for building the _____ Canal, many people came to Chicago.

7. Towns were planned along the route of the new canal. Chicago was _____ at this time.

8. The first _____ of Chicago was finished on August 4, 1830. This date marks the _____ of Chicago as a definite place on the map.

9. When the new canal was finished, there was a continuous water route from the _____ to the _____.

10. In 1833, Chicago was made a _____.

11. In 1837, Chicago was made a _____.

12. Chicago makes _____ which the citizens must obey.

13. When we break a law we do not play _____. Then we _____ things for ourselves and for others.

14. Write a short story, telling how Chicago came to be called the "Garden City."

15. From where did the very early settlers of Chicago get their drinking water?

16. This water became unsafe for drinking because people were not careful about where they put their _____.

17. The first water system had the intake pipe close to the _____ of Lake Michigan.

18. The water that came through this intake pipe was not pure. People said, "We will get pure water if we get it farther away from the shore of Lake Michigan."

19. Mr. Chesborough planned the building of a water tunnel under the bottom of the _____. The tunnel ran far out into the lake.

20. Over the opening of this tunnel a _____ was built.

21. Even after this water system was used the water was impure, because the sewage and garbage were still being emptied into the _____ and the river sometimes emptied into the _____.

22. Write a paragraph telling why you think John Kinzie, in 1804, could safely drink the water he got from the river.

23. What was done to make Chicago the well-drained city it is today?

24. Name at least three kinds of work that most of the early settlers in Chicago did to make a living.

25. Many of the great industries of Chicago today had their ———— in the early days of Chicago.

26. Think of the location of Chicago. What reasons did the people in early Chicago have to think that Chicago would become one of the greatest cities in the world?

27. Chicago grew much more quickly than the city of Milwaukee grew. Why do you think this happened?

28. Today almost every worker in Chicago does only ———— kind of work.

29. What was the name of the first public-school teacher of Chicago? ————.

30. The fire of 1871 destroyed ———— school buildings.

31. If you could have your choice, would you go to a school like the early schools of Chicago, or would you go to the school you are attending at the present time? Give reasons for your choice.

32. Name all the ways you can in which the people of early Chicago enjoyed themselves.

33. We have many ways of enjoying ourselves today that the people who lived in Chicago before 1871 did not have. Name at least five of these.

UNIT VI: THE CHICAGO FIRE OF 1871

Not long ago Ted Brown called to his friend Sam Williams: "Come along, Sam, I'm going to the fire station to give this letter to my father."

Ted had given the letter to his father. He and Sam were ready to leave the fire station, when a loud gong rang.

The men in the station jumped from their chairs. They walked to holes in the floor. They slid down poles. They slid to the first floor.

Here the motors of the fire engines were running. The motors of the hose carts were running. The motor of the hook and ladder truck was running. Drivers were in their seats. The doors of the engine house were open.

In a moment every man was at his place. "612 Timber Street," shouted the captain.

Clang! clang! clang! went the bells. The sirens blew. The fire engines and trucks tore out of the station. They plunged down the street. They rushed towards the house that was on fire.

Sam and Ted were still at the fire station.

"That was the fastest work I've ever seen," said Sam.

"Yes," said Ted. "Father says the whole force is usually on its way fifteen seconds after the alarm is sent in. I wish you could hear my father tell about the work the firemen do. Just yesterday he told me about some of the things the firemen use at the big fires. They have mechanical ladders, tall iron water towers, great searchlights, and many other useful things."

"Wouldn't it be lots of fun to find out how the firemen of early Chicago put out fires? I'll bet they had some exciting times, too."

HOW MUCH DO YOU KNOW ABOUT THE GREAT CHICAGO FIRE?

1. Which of the years below tells when the great Chicago fire happened?

1831 1851 1871 1891 1911

2. Which of the words below tells in what season the great Chicago fire happened?

spring summer autumn winter

3. Which of the numbers below tells about how fast the fire spread each minute?

2 feet 6 feet 30 feet 100 feet

4. Three of the sentences below tell why this fire spread so quickly. Can you find those three sentences?

(*a*) Everything was very dry.
(*b*) The firemen were lazy.
(*c*) All the firemen were asleep.
(*d*) Most of the houses were made of wood.
(*e*) The firemen had no horses to pull the fire engines.
(*f*) The wind was blowing very hard.

5. Which of the numbers below tells about how many buildings were burned in this great fire?

7,000 17,000 37,000 57,000 77,000

6. Which of the amounts below tells about how many dollars' worth of property was burned in this great fire?

1 million dollars	10 million dollars
50 million dollars	200 million dollars

7. Which of the numbers below tells about how many people were without homes after the great fire?

52,000 62,000 72,000 82,000 92,000

8. Which of the numbers below tells about how many lives were lost in this great fire?

100 200 400 500 600

9. What did this great fire teach the people of Chicago?

THE CHICAGO FIRE OF 1871

About one hundred years ago Chicago did not need a fire department. At that time there were only a few families living here. The houses were far apart. There was not much danger of a big fire.

In 1833 the people had a meeting. They said, "Now there are more people living here. We will all get on better if we help one another. Let us work together. Let us form a town."

So, in 1833, Chicago was made a town.

What did the people of early Chicago do to help prevent fires? Every town makes laws. Laws are made to help the people live more happily together. Chicago made some laws, too. Some of these were fire laws.

The early settlers lived in houses made of wood. Most of the early settlers built their own homes. Many of these people did not know much about building houses. So sometimes the houses they made were not well built.

Some of the houses had no chimneys. Instead of building a chimney, a hole was cut in the roof or in the side of the building. The stovepipe was put through this hole.

This was very dangerous. The stovepipe would sometimes get very hot. Then the wooden wall

Chicago Historical Society

CHICAGO IN 1834

Was Chicago a town or a city in this year? The covered wagon, drawn by oxen, is on the street we now call Wacker Drive. What river is in this picture?

around the stovepipe would get very hot, too. Sometimes the wall would begin to burn. Sometimes the whole house would burn down.

This happened so often that the people had a meeting about it. They said, "It is very dangerous to pass a stovepipe through the roof or wall of a wooden building. It is very dangerous unless the wood is covered with tin. The wood must be covered with tin for six inches around the stovepipe. Anyone who does not cover this space with tin will be fined five dollars." This was one of Chicago's first fire laws.

But a law does not help a group of people, unless all the people are made to obey it. So four men were chosen to see that every house had the right kind of chimney. These men were called fire-

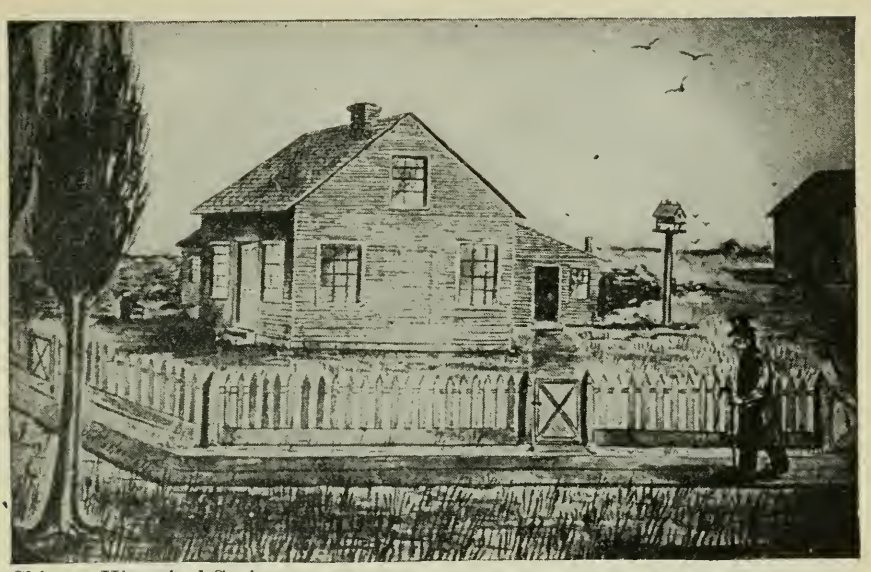
wardens. Each firewarden was to take care of a certain part of the town.

Even after Chicago was made a town, it had no real fire department. In case of a fire, what was done? Can you guess? Yes, most of the men in the neighborhood came running to the fire with buckets. They tried to put out the fire. These men were called volunteer firemen. It was the duty of the firewarden to tell the volunteer firemen what to do at a fire.

Maybe he would tell some men to form a bucket line from a near-by well to the burning house. Maybe he would order a bucket line to stretch from the river to the burning house. The firewarden might tell some men to get the furniture and other things out of the burning house. He might shout, "Tear down that fence before the fire gets to it!"

As soon as the firewarden gave his orders, everyone went to work. Most of the men were in the bucket line. Can you imagine how a bucket line looked?

The first man in the bucket line dipped the water from the river or well. He passed the filled bucket to the second man. The second man passed the bucket to the third man. The third man passed it to the fourth man. And so it went on until the bucket filled with water reached the man nearest the burning house. This man threw the water on



Chicago Historical Society

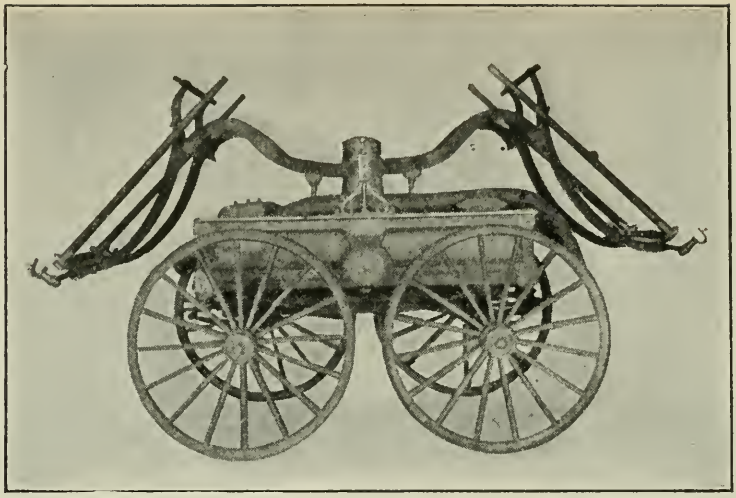
TYPICAL CHICAGO HOME OF 1835

This is what many homes of the early days looked like. Did Chicago have good paved streets at that time?

the fire. Sometimes there were two bucket lines, one to pass the buckets full of water to the fire, the other to pass the empty buckets back to the river or well.

Every volunteer fireman did his best to help put out the fire. A volunteer fireman would say, "I must do my best. If my house ever starts to burn, my neighbors will help me, too." These volunteer firemen believed in the Golden Rule. Do you know the Golden Rule? It says, "Do unto others as you would have them do unto you."

Chicago was growing fast. In 1835 there were many frame or wooden houses. The houses were



Chicago Historical Society

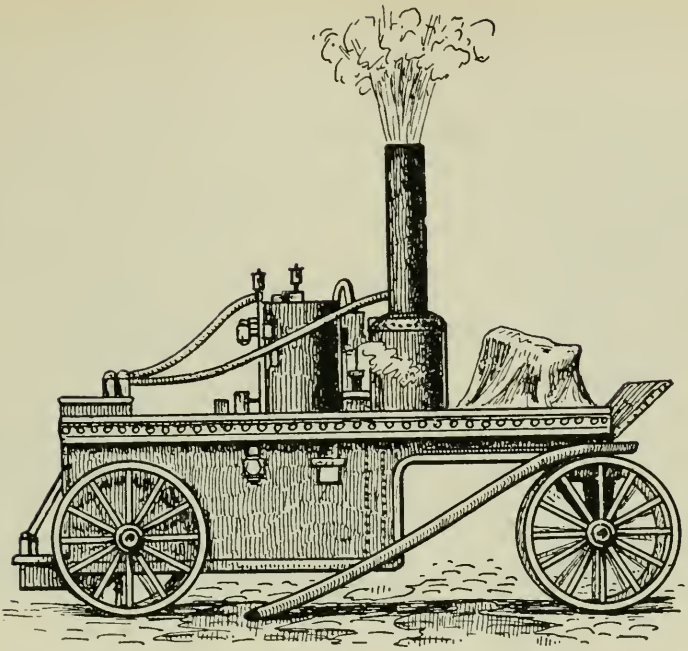
FIRST FIRE ENGINE OWNED BY CHICAGO

It may be seen in the Chicago Historical Society building. How did this engine pump water? How was it taken to a fire?

closer together than they had been before and so the danger of fires became greater.

At times of fires, there were often not enough fire buckets for the long bucket lines. So Chicago passed another fire law. This law ordered every house to have at least one fire bucket. Homes that had more than one stove were to have at least two fire buckets. People who did not obey this law were to be fined two dollars for each missing bucket.

In 1835 the first fire engine was bought for Chicago. There were bought also some hose, two ladders, four axes, and four saws. At this time Chicago built its first fire-engine house.



Chicago Historical Society

FIRST STEAM FIRE ENGINE

People called this fire engine "Long John." It was drawn by horses. How did it differ from the first fire engine bought by the town of Chicago in 1835?

As the years passed, Chicago improved its way of fighting fires. In 1858, Chicago got its first good steam fire engine. Before this time, the fire engines were worked by hand. This new steam fire engine could pump water very quickly. It could throw two streams of water seventy feet into the air.

The same year that Chicago got its first steam fire engine, something else happened. Up to this time, Chicago had only volunteer firemen. But in

1858, Chicago began to have a paid fire department.

Improvements were always being made. By 1871, the Chicago Fire Department had the following outfit: 194 paid firemen; 17 steam fire engines; 15 hose carts; 91 horses. Besides this, Chicago had a good fire-alarm system and a good water-supply system.

But even with all these helps, there were many big fires. Can you tell why there were so many big fires in early Chicago?

How did Chicago look in the fall of 1871? More than 300,000 people lived in Chicago in 1871. For every five people there was a building of some kind. There were almost 60,000 buildings in Chicago at that time.

Most of these buildings were made of wood. Most of the sidewalks were made of wood. Many streets were paved with wooden blocks. There were coal yards and lumber yards in the middle of the city.

There were many fire laws, but the people did not always obey them. What do you think sometimes happens when people forget to obey their laws?

What happened in October, 1871? The summer of 1871 had been very long and very hot. Everything was very dry. There were many fires in

Chicago Historical Society

THE CHICAGO RIVER ABOUT 1865

There were many lumber yards and grain elevators along its banks. From where do you think this grain and lumber came?

Chicago during September and early October. The fire department was kept very busy. By the end of the first week of October the firemen were very tired. The fire engines and hose had been used a great deal. Some of the fire engines were out of order. Much of the hose was torn.

The Chicago fire of 1871. On Sunday night, October 8th, 1871, the great Chicago fire started. It spread and spread until much of Chicago was burned up.

No one has ever found out just what caused the fire. We know that the fire started in or near a

Chicago Historical Society

MRS. O'LEARY'S HOUSE AT 137 DE KOVEN STREET

Where the big fire of October, 1871, started. A large stone marker at 558 De Koven Street shows where Mrs. O'Leary's house once stood.

barn. It was Mrs. O'Leary's barn. We know, too, that the fire started at about a quarter of nine on Sunday night, October 8, 1871. At this time the screams of a woman were heard. The screaming came from in or near Mrs. O'Leary's barn. In the ruins of this barn a broken kerosene lamp was found.

Many people believe the following story about how the fire started, but no one is really sure about it. Mrs. O'Leary had company that Sunday night. She was getting supper ready for her company.

Chicago Historical Society

FIGHTING A BIG FIRE IN 1866

This shows a fire in the downtown district of Chicago. Here you can see how the firemen fought fires in those days.

She did not have enough milk, so she went to the barn to milk the cow. It was dark. She carried a kerosene lamp with her. When she got to the barn, she placed the lamp on the floor, and began to milk the cow. The cow kicked and upset the lamp. The hay caught fire. In a minute, the barn was ablaze. In a few minutes, the whole neighborhood was in flames.

It was a very windy night. The wind was blowing hard from the south and west. It carried burning shingles from one house to the next house.

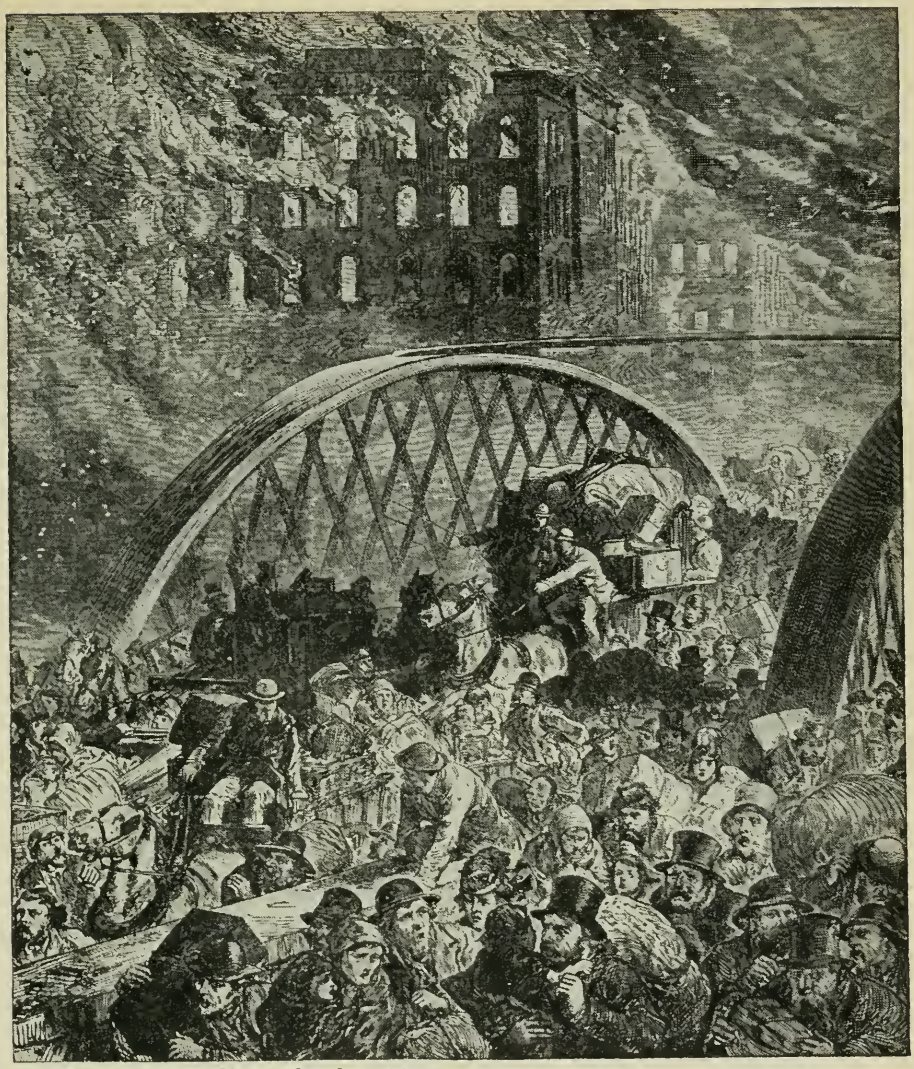
The fire spread quickly. It spread to the north and northeast of the city.

The people were very frightened. They were so frightened they did not think to ring the fire alarm.

A watchman in the tower of the courthouse saw the fire. He turned in a fire alarm. Then the fire engines came. About four buildings were burning by this time. The firemen worked hard. But they could not put out the fire. It had spread too far.

Coals of fire flew through the air. The wind carried pieces of burning wood great distances. Sometimes the wind carried the burning wood two miles or more. These pieces of burning wood started many new fires. The fire leaped across the river. Soon a great part of Chicago was in flames.

The whole city was in great excitement. People were screaming and crying. They were rushing from their houses. The fire engines were steaming and puffing. Walls of burning buildings were falling and crashing. The wind was roaring. Dogs were barking. Horses were running around as if they were wild. Roosters were crowing. Great brown rats came running out from under the burning wooden sidewalks. Everywhere there was dust and smoke. There were flames and heat. There was shouting and yelling. There was fear

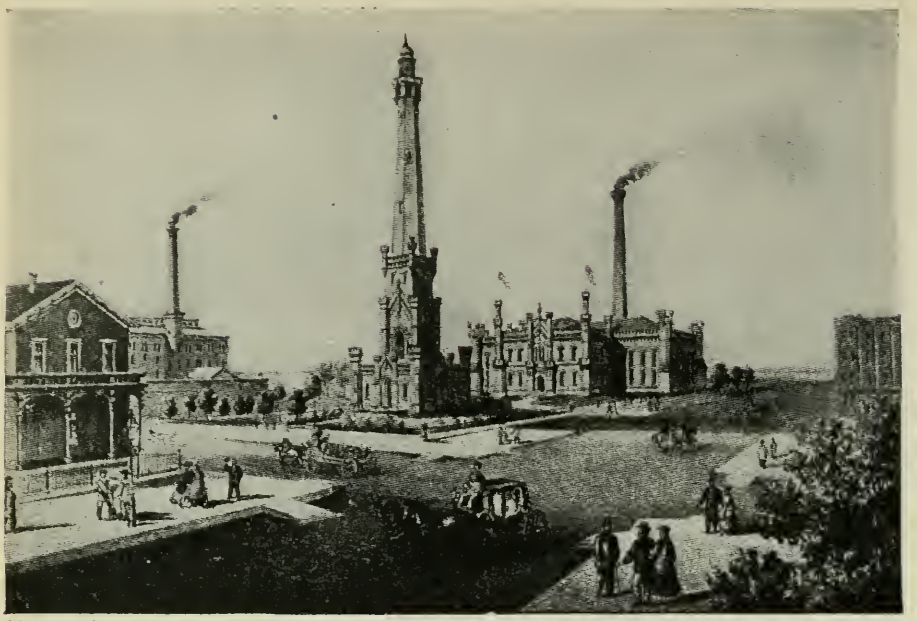


Illustrated London News, October, 1871

THE GREAT FIRE

The people are rushing across the Randolph Street Bridge. Some were pushed off the bridge and were drowned in the river. How many people lost their lives in the Chicago Fire?

and sadness. And the fire kept on spreading. It spread and spread. It rushed along at the rate of thirty feet each minute.



Chicago Historical Society

A Chicago Landmark

The waterworks and tower before the fire of October, 1871. The tower is still standing, but is not used. In the evening lights play upon the tower. The big stone building at the right is still used as a waterworks.

There was little hope of stopping the fire. But the Chicago Fire Department kept on working. The firemen used dynamite. They used it to blow up buildings in the path of the fire. But the fire kept on burning and spreading. It burned and burned all Sunday night.

Very early Monday morning, the waterworks began to burn. Soon the pumps were out of order and Chicago's water supply was stopped. After this, the fire engines were of little use. They

Harper's Weekly, October, 1871

RUINS NEAR THE WATERWORKS

What happened to the waterworks during the fire?

were of use only near wells or near the river. Can you tell why?

The fire kept on burning. Farther and farther north and east it went. It burned all day Monday. It burned all Monday night. On Tuesday the fire stopped burning. It stopped because there was nothing left in its path to burn.

About 200 people lost their lives during this fire. Some were crushed in the crowds. Some were killed when they jumped from burning buildings and some were burned to death.

Before the big fire, Chicago had about 60,000 buildings. After the fire it had only 43,000 build-

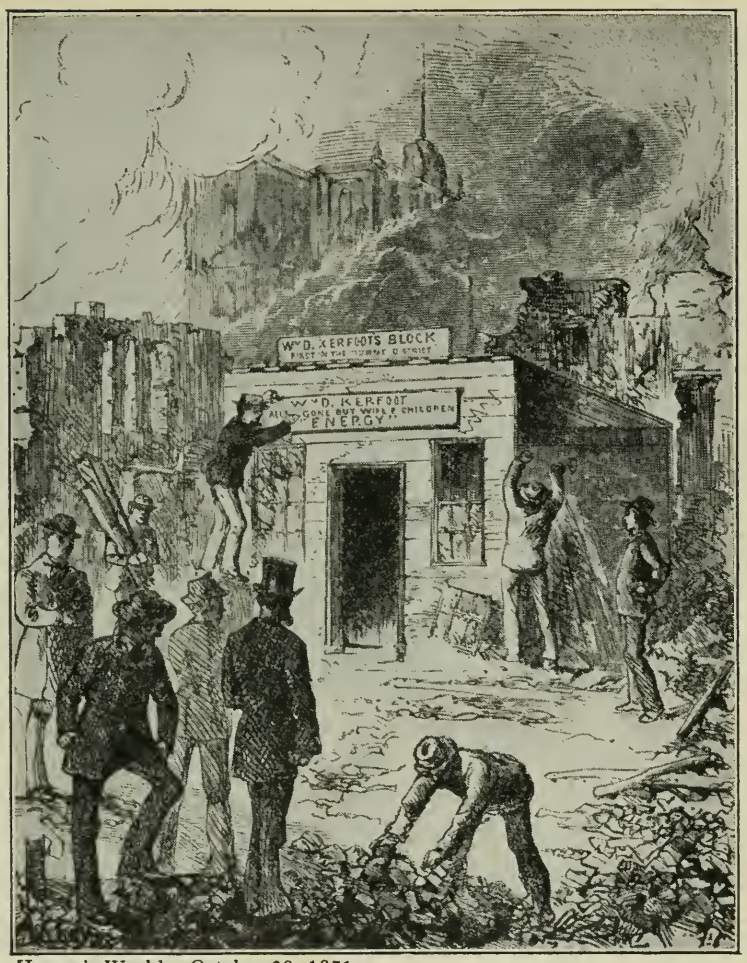
Illustrated London News, October, 1871

RUINS OF THE FIRST NATIONAL BANK

Even the brick and stone buildings were destroyed in this terrible fire.

ings. The fire destroyed 17,000 buildings. Many of these were stores, offices, theaters, shops, and banks with millions of dollars' worth of goods in them.

The Chicago Fire Department lost many fire

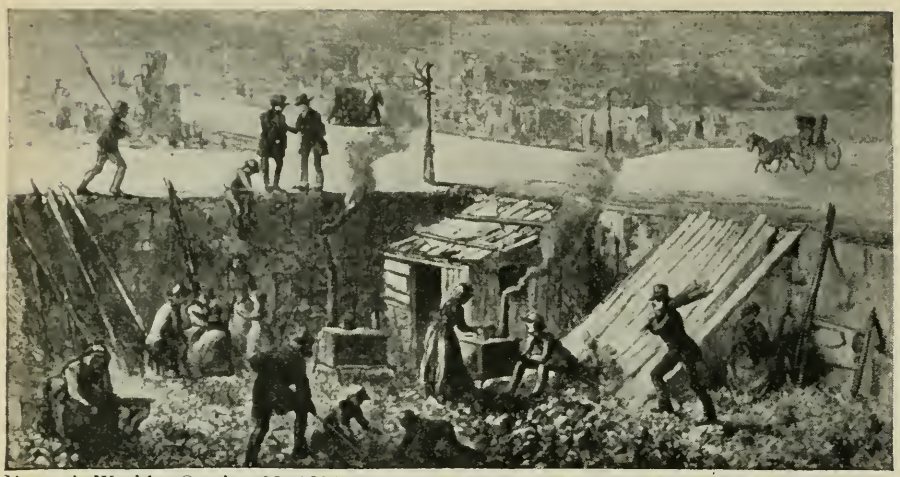


Harper's Weekly, October 28, 1871

KERFOOT'S BLOCK

Mr. Kerfoot was the first man to begin business again in the part of the city that had been burned. Did the people of Chicago have much courage? What help from others did the people of Chicago get after the great fire?

engines and other things. The buildings and other property in Chicago which were ruined, had been worth about $200,000,000. After the



Harper's Weekly, October 28, 1871

LIVING AMONG THE RUINS

These people are living in what was once the basement of a building. What are the women doing? Why is the soldier on guard? He is walking on the sidewalk with a gun on his shoulder.

fire, about 92,000 people were without homes.

Other cities, states, and nations heard about Chicago's suffering. Help came from people all over the world. Chicago should remember how kind and good people were at this time. The people of Chicago should try to help others when they are in need.

Not all the people of Chicago lost their homes in the fire. The west and south sides of Chicago were not burned. The people who did not lose their homes gave food, clothing, and shelter to those who needed help.

People from other cities thought that Chicago never again would become a great city. But the

Photograph by Keystone-Underwood

PART OF THE BUSINESS DISTRICT

Can you find the Wrigley Building and the Tribune Tower? Can you see the London Guarantee and Accident Building? Fort Dearborn once stood where this building now stands, on the corner of Michigan Boulevard and Wacker Drive.

people of Chicago were hard workers then, just as they are today. While the ashes were still hot, the people of Chicago began to build a better city than the one which had burned.

Many of the buildings were replaced by fireproof steel buildings. Much of this work was done within three years after the fire.

Here is a picture that shows how Chicago looked in 1930, fifty-nine years after the fire.

SOME THINGS TO DO

1. On a sand table show how Chicago looked about 1833. Try to show the following: the lake, the river, and the houses made of wood. With a flashlight and red paper, make one house look as though it were burning. Show a bucket line.

2. Form a bucket line. Use the boys in the room.

3. Make a large poster or drawing. Show a line of fire fighters with buckets. Under the picture print these words:

A Bucket Line

4. Draw a picture of Chicago's first fire engine at work. Tell the class how this fire engine worked.

5. Draw a picture of Chicago's first steam fire engine. Under the picture print this:

Chicago Got Its First Steam Fire Engine in 1858

6. Make a list of causes of the great Chicago fire.

7. Visit 558 DeKoven Street where the fire started. In 1871 Mrs. O'Leary's house and cow barn stood where this brick building now stands.

8. Many relics of the great Chicago fire can be

seen at the Chicago Historical Society. Go to see these relics. Be ready to tell your class about them. (The Chicago Historical Society is in Lincoln Park near North Avenue.)

9. Collect pictures that show some of Chicago's fine buildings today. Maybe you can find pictures of some buildings in Chicago in 1871. Paste these pictures in a booklet. On the cover of the booklet print these words:

A Lesson Chicago Learned from the Fire of 1871

Tell how the buildings in Chicago today are different from the buildings in Chicago in 1871.

10. Visit a fire-engine house. Be ready to tell the class about your visit.

11. Ask your father to take you for a ride along the lake. Go from Fullerton Avenue to Roosevelt Road. Go from the lake to Halsted Street. Then you will understand how much of Chicago was destroyed in the great fire of 1871. The part of Chicago between Roosevelt Road on the south and Fullerton Avenue on the north, and between Lake Michigan on the east, and Halsted Street on the west, was burned during the great fire.

12. A child wrote the following poem:

THE GREAT FIRE OF 1871

The fire had begun;
The alarm was not rung,
So the firemen did not come
For a while.
The fire was spreading;
The houses were burning;
The children were running;
Men and women were screaming;
All the sky was gleaming,
October eighth, eighteen seventy-one.

Can you write a poem about the Chicago fire? Maybe you would like to start your poem in this way:

The fire began at night.
All were filled with fright.

13. Some people who lost their homes in the Chicago fire are still alive. Do you know anyone who was in Chicago in 1871? If you do, ask him or her to tell you stories about the great fire. Be ready to tell these stories to your class.

TEST ON THE GREAT CHICAGO FIRE

1. In the early days Chicago did not need a fire department because the _____ were far apart.

2. More people came to live in Chicago. These people built _____ houses for themselves.

3. Laws are made to _____ the people.

4. Long before Chicago had a fire department some _____ were made to help prevent fires.

5. Before 1858, no fireman was _____ for the work he did.

6. How many paid firemen did Chicago have in 1871?

194 394 594 794 994

7. In 1871, Chicago had seventeen _____ fire engines.

8. More than _____ people lived in Chicago in 1871.

9. There were about _____ buildings in Chicago in 1871.

10. Many of the buildings were made of _____.

11. Many _____ were made of wood, too.

12. Many streets were paved with _____ blocks.

13. The summer of 1871 was _____ and _____.

14. The Chicago fire started on Sunday evening, _____ 8th, 1871.

15. The fire _____ very quickly.

16. Here is a story with five endings. Only one of the endings is entirely correct. Two of the endings are entirely wrong. Find the answer that is entirely correct. Find the two wrong answers.

The fire stopped burning:

(*a*) because the firemen put it out.

(*b*) because it reached the lake.

(*c*) because it reached an open prairie.

(*d*) because the wind blew it out.

(*e*) because there was nothing left in its path to burn.

17. Chicago lost about _____ dollars' worth of goods in the fire.

18. About _____ buildings were burned.

19. About _____ people lost their lives.

20. About _____ people were homeless after the fire.

21. After the fire, Chicago was _____ by people from all over the world.

22. Be ready to tell what the people of Chicago learned from the fire of 1871.

23. Be ready to tell why it is best for Chicago to have a paid fire department.

24. Can you tell why the law forbids people to park automobiles near fire plugs?

UNIT VII: HOW THE PEOPLE OF CHICAGO EARN A LIVING

One day some children were playing tag in a playground.

John called out, "Tag! I tagged you! Come on, Mary, you're it."

"Oh!" said Mary, "I can't play any longer. I must go to the corner to meet my father. He will be coming home from work now. Don't you want to walk to the corner with me?"

So Mary, Isabel, Jane, Harry, and John all started off for the corner.

Harry was a new boy in the neighborhood. His father worked in a big office building in the "loop." He often talked to Harry about the many kinds of work that the people in Chicago did to earn a living for themselves and their families. Harry wondered what the fathers of his playmates did to earn a living.

So he asked, "What kinds of work do your fathers do?"

Mary said, "My father is a street-car conductor."

Isabel said, "My father is a fireman."

Jane said, "My daddy works at the stock yards."

John said, "Oh! my father has the best job of all. He is a policeman."

The children began to argue about whose father had the best job. Just then Mary's father got off the street car and Mary ran to meet him.

Do you know what kind of work your playmates' fathers do? What kind of work would you like to do when you grow up?

HOW MUCH DO YOU KNOW ABOUT HOW THE PEOPLE OF CHICAGO EARN A LIVING?

1. Which of the cities named below is the largest railroad center in the United States?

Cincinnati	Detroit	Chicago
San Francisco		New York

2. Where is most of our meat dressed and packed?

3. What city has the largest stock yards in the world?

4. Why do we call the downtown business district in Chicago the "loop"?

5. Which of the numbers below tells about how many children go to the public schools in Chicago?

100,000 300,000 500,000 700,000 900,000

6. Is the iron and steel industry very important in Chicago? What things are made of iron or steel?

7. Name some of the many industries which are found in Chicago.

8. Do you know what city has the largest printing industry in the United States?

9. Can you locate the buildings where our big newspapers are printed?

HOW THE PEOPLE OF CHICAGO EARN A LIVING

Every morning in Chicago thousands of people start out for their day's work. There was a time when most of these workers were men. But now many women also go to work each day to earn a living or to help their families.

There are many different ways to earn a living in the great city of Chicago. Let us find out what some of these kinds of work are.

How do people get to work each day? Many men work for the Chicago Surface Lines, the Rapid Transit Lines, and the Chicago Motor Coach Company. Let us think about these jobs first, because these are the men who help the other people in the city to get to their places of work each day.

The city of Chicago has the largest street-railway system in the world. It has over one thousand miles of street-car track. Over sixteen thousand people work for the Chicago Surface Lines. There are about thirty-seven hundred street cars. These cars carry about eight hundred twenty-one million people in a year. The fare is seven cents. When you pay your fare, you can get a transfer which allows you to transfer from one street car to another as long as you travel in the same general direction. A person can ride many miles on a street car for seven cents.

Chicago Surface Lines

ONE OF THE NEW STREET CARS

At what end of the car do the people get on? Where do the people get off the car? How does this way of getting on and off make for faster transportation? What can you tell about the street-car transportation in Chicago?

In Chicago we have also the elevated railroads or the Rapid Transit Lines. In 1930, the elevated had over two hundred thirty-one miles of single track and carried about one hundred eighty-three million people during that year. The elevated company has about eighteen hundred fifty cars. The fare on the elevated train is ten cents.

The third means of transportation is the motor coach. In 1930, the Chicago Motor Coach Company owned five hundred sixty-one coaches and had thirty-five separate routes. It carried about fifty-

eight million passengers in that year. The fare is ten cents.

We have another means of public transportation, but it is not used very much by the working people to get them to their places of business each day. This is the taxicab. The taxicabs charge by the mile. So you can easily see why the ordinary working person cannot afford to use a cab to go to work.

We have said nothing so far about the railroads. Chicago is the largest railroad center in the world. Thirty-eight railroads end in Chicago. No train passes through the city of Chicago. If passengers wish to go farther, they must get off one train and get on another train when they reach Chicago.

We have been thinking about the people who help the other workers to get to their places of work. Where are these other workers going? Well, one place to which many of them go is the "loop." The "loop" is Chicago's downtown business district. Many thousands of men and women work in this downtown business district. Some of them work in offices and some work in the large and small retail stores. A great many people go to the "loop" each day to buy food, clothing, furniture, and the many other things people use. These people who go to the stores in the "loop" to buy things are called "loop shoppers." The corner of

Chicago Motor Coach Company

A Motor Coach

How many people do you think this coach will hold? What does it cost to ride on a motor coach or bus? Can you name some streets that are used as routes by motor coaches?

State and Madison Streets is said to be the busiest corner in the world.

People can also amuse themselves in the "loop." Some of our finest theaters are in this downtown district. Our beautiful new Chicago Civic Opera House is on the edge of the "loop."

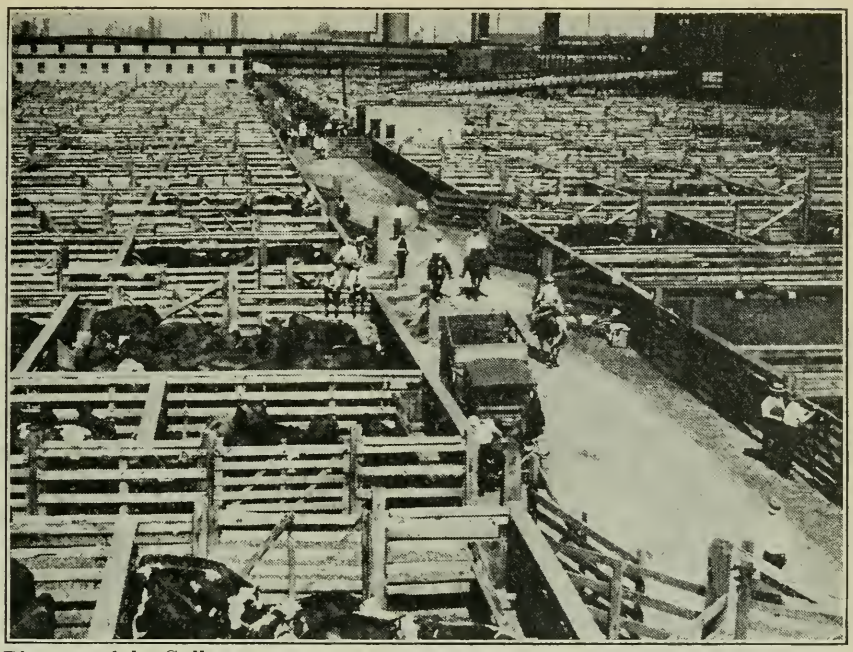
Now let us think about another group of workers. Suppose we call them "city workers." They work for the city and they are paid by the city out

of the taxes the citizens pay each year. Their work is to help the people of the city. Some of these city workers are the policemen, firemen, and teachers.

In Chicago we have about seven thousand policemen. These men try to protect the lives and property of the citizens. The firemen try to save the people's homes and lives in case of fire. The teachers teach the children of Chicago and try to prepare them to be good citizens. We have about fourteen thousand public school teachers and between six thousand and seven thousand parochial school teachers. About five hundred thousand children go to the public schools in Chicago.

Chicago has many great industries that employ many people. Chicago has the largest stock yards in the world. People who visit Chicago always want to see the stock yards. Have you ever been there?

Years ago every butcher did his own slaughtering. This made the cost of preparing meat for the table very high. Often the places where the animals were killed were not clean. Often the meat was not kept in ice boxes. Sometimes the meat itself was not very good. The Union Stock Yards began to do business at Thirty-ninth and Halsted Streets in 1865. This land was once a farm owned by John Wentworth. He was mayor



Photograph by Galloway

UNION STOCK YARDS

When did the stock yards begin in Chicago? Chicago is now the greatest meat-packing center in the world. What animals can you see in the pens? What do we call the meat which we get from these animals? What other products do we get from the stock yards besides meat?

of Chicago in 1857 and again in 1860. Today there are about fifty-three thousand people working at the stock yards. The Chicago Union Stock Yards prepares about one-seventh of all the meat in the United States. The amount of meat dressed at the stock yards is said to be enough to feed all the people of France, Belgium, Holland, Denmark, Norway, and Sweden.

There are a great many factories in and around Chicago. In these factories most of the things we

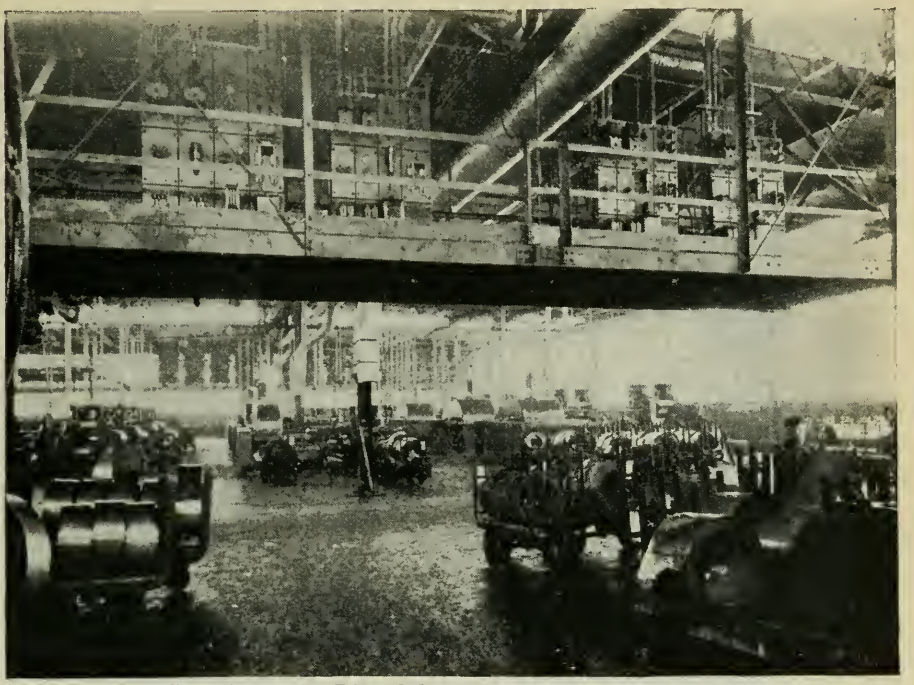
Courtesy Acme Steel Company, Riverdale

IN A STEEL MILL—MAKING STEEL STRIP

Long bars of steel are made very, very hot. Then the bars of steel are rolled into thin strips.

use every day are made. From a factory come tools and machinery for use on the farm. The tools of the carpenter come from a factory. Most of the clothing people wear comes from some factory. Many kinds of food which we use in our homes are put in cans in a factory. Our furniture is made in a factory. Can you name other things that are made in factories?

We get our iron and steel from another kind of factory. But we do not call these places factories. We speak of them as steel mills. There are about



Courtesy Acme Steel Company, Riverdale

IN A STEEL MILL—COLD STRIP READY FOR SHIPMENT

More than half of all the steel strip made in the United States is used for making automobiles and automobile parts.

fourteen steel districts in the United States. The Pittsburgh district is the largest. Chicago is next in importance. The Chicago steel district is southeast of Chicago at the southern end of Lake Michigan. It includes South Chicago and Gary. It is called the Chicago-Calumet-Gary region. The iron ore comes from the Lake Superior region. Iron, as it comes from the mine, is mixed with other metals. This is called iron ore. Can you find Lake Superior on your map?

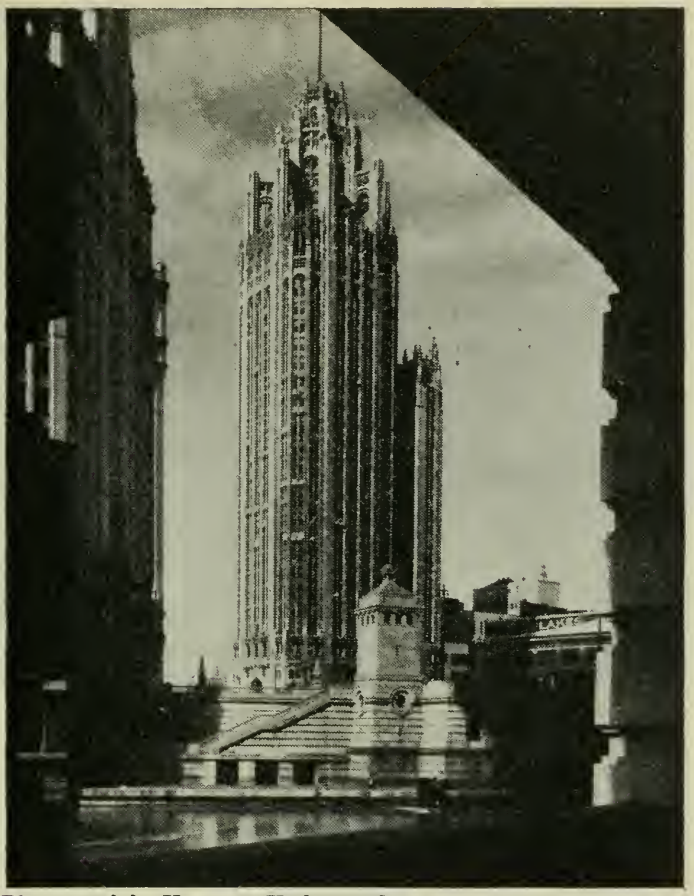
The steel companies own the boats which bring

this iron ore to the mills. They have their own iron mines and coal mines. Many thousands of men work in these steel mills. These men must work very hard. The men who work at the furnaces work in very great heat. The glare of the furnace fires is so bright that the men have to wear dark glasses to protect their eyes. Do you think you would like to work in the steel mills? Only very strong men can do this work. Automobile factories use most of the steel which is made in these steel mills. How many things can you think of that are made of steel or iron?

Another very important industry in Chicago is printing. Chicago leads the United States in this industry. There are printing firms in several parts of the city. Most of them are on the south side of Chicago. Some of these printing firms publish books. We call them publishing houses. Chicago has many newspapers to bring to the people the news of the world. Most of the big city newspapers—the *Chicago Daily Tribune*, the *Chicago Daily News*, and the *Chicago Herald* and *Examiner*—are printed in or near the "loop."

Many communities in Chicago have their own little neighborhood newspapers. These papers are printed in the neighborhood print shops.

We could study for a long time about the many kinds of work in Chicago. There are many other



Photograph by Keystone-Underwood

THE TRIBUNE TOWER

One of Chicago's tall buildings on Michigan Boulevard, near the Michigan Boulevard Bridge. People can ride in an elevator to the top of the tower. Here they can look out over the city and lake. On the lower floors of this building are the big printing presses of the *Chicago Daily Tribune.*

industries in Chicago besides those we have named. Can you name some of them?

We must not forget our own neighborhood and the neighborhood workers. In each neighborhood there are many shops and stores, such as the

Old South Water Street in 1924

Here the farmers sent their products to the city buyers or commission merchants. These merchants then sold these products, such as eggs, fruit, potatoes, etc., to the neighborhood stores and peddlers. We now have beautiful Wacker Drive where this street and market used to be.

grocery store, drug store, dress shop, hat shop, barber shop, hardware shop, and electrical shop. Many men and women work in these neighborhood stores. Many of the things we buy we get from the stores in our neighborhood. Can you name some of the things your parents buy in the stores near your home?

We must all help one another. There is not one of us who can get along by himself. We need the

THE NEW SOUTH WATER MARKET

When Wacker Drive was made the farmers needed a new place to sell their products. The old market (see opposite page) was then moved to the neighborhood of Fourteenth Street and Racine Avenue. The merchants in this new market have fine buildings and stores. Is the new street wider than the old one?

help of other people. And we, in turn, must help other people.

We can begin helping other people in our own homes. How can you help your mother about the house? You can help her by doing errands and work about the house. There are many little jobs that you can do to help her. Your mother and all your family are thankful for the many little things you do for them. You know it is not always how

much you do that counts. What is important is that you thought to do it.

All of you can help your classmates in school. Maybe there is one child who is a little slow in getting an arithmetic problem. You could help him at recess or before school. You can help your teachers and your school by obeying the rules of the school. What are some rules in your school? Perhaps you can think of something to make your classroom or your school better. I know one school whose motto is: "You are either helping or you are hindering." What does this motto mean? Can you think of other mottoes for your room or school?

As you grow up to be women and men, you can help your neighborhood and your city. You can be of service by helping to elect the best people to rule the city. You can be of help in whatever kind of work you choose to do. You may be a policeman or a fireman and help save lives and property. You may own a grocery store and help your neighborhood by having good fresh food to sell to the people. There are a great many kinds of work that must be done in a great city like Chicago. Always remember that no matter how lowly your job may be, if you do it well you will be helping someone.

SOME THINGS TO DO

1. Make a list of the kinds of work that the fathers of the children in your room do.

2. Make posters or drawings to tell about some of the kinds of work that these fathers do.

3. Visit the Chicago Union Stock Yards. Be ready to tell your class about what you saw there.

4. Visit one of the big newspaper offices in or near the "loop." A guide will take you through the printing shop and show you how the newspaper is made.

5. Try to have a room newspaper this week. Ask your teacher to help you. Maybe you can have a newspaper each month, to tell about the things that happened in your room or school.

TEST ON HOW THE PEOPLE OF CHICAGO EARN A LIVING

1. Name four means of public transportation in Chicago:

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

2. The _____ _____ Lines carry the most people in a year.

3. _____ is the largest railroad center in the world.

4. What do we mean by the "loop" in Chicago?

5. Working people do not ride to work in _____ every day.

6. People go to the "loop" to _____ and to _____.

7. Name four kinds of city workers.

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

8. Why do we call some workers "city workers"?

9. Why is it not a good plan for every butcher to do his own slaughtering?

10. The Union Stock Yards began in the year:

1775 1837 1865 1871

11. The Union Stock Yards are located at _____.

12. Why is Chicago a great manufacturing center?

13. Name some things which are made in factories.

14. Name the largest steel district in the United States.

15. What one industry in the United States uses the most steel?

16. Locate Chicago's steel district.

17. Make a list of as many things as you can think of that are made of iron or steel.

18. In what part of Chicago do we find most of our printing firms?

19. What is the work of a publishing firm?

20. Do you know the name of your neighborhood newspaper?

21. We must all help one another. How can you be of help

(*a*) to your family?

(*b*) to your classmates?

(*c*) to your school?

(*d*) to your neighborhood?

22. Which of the numbers below tells about how many people work at the Chicago Union Stock Yards?

20,000 38,000 53,000 64,000 72,000

23. The stock yards prepares about _____ of all the meat in the United States.

UNIT VIII: HOW DO WE PROTECT OUR LIVES, OUR HEALTH, AND OUR PROPERTY?

We all want to be healthy. We all want to be happy. We all want to feel safe. Unit Five tells you about the early days of Chicago. It tells you what Chicago did in the early days to keep its citizens healthy and happy. At that time only a small number of people lived in Chicago.

Today about three and one-half million people live in Chicago. All these people want to be healthy and happy. Many laws have been made to protect the lives, health, and property of the citizens of Chicago. There are fire laws and health laws, laws about driving automobiles, and many other laws.

Sometimes the laws are hard to obey. Suppose a man is looking for a place to park his automobile. He finds all the places taken except a place near a fire hydrant. If the man is a good citizen he will think, "I must look for another place. It is against the law to park near a fire hydrant. This law is hard for me to obey right now. But I must remember that laws are made for the good of

the people." Do you know why a law was made to keep people from parking automobiles near fire hydrants? Be ready to tell your class.

Laws are not of much value unless they are enforced. Chicago has made wise laws to keep its citizens safe and healthy. Chicago also has a strong police force to see that the laws are obeyed.

Chicago does many things to keep its people well and happy. It gives its people a fine water supply. It provides for lighting the streets. It looks after the health of the people. It tries to protect their homes from fire.

HOW MUCH DO YOU KNOW ABOUT HOW CHICAGO PROTECTS THE LIVES, HEALTH, AND PROPERTY OF ITS CITIZENS?

1. Which of the numbers below tells about how many million people lived in Chicago in 1930?

10 million ½ million 2 million 3½ million

2. Find all the sentences below that tell about the fire department which Chicago has today.

(*a*) It is well equipped.

(*b*) It is poorly equipped.

(*c*) It has not as many tools as it should have.

(*d*) It helps in accidents where there is no fire.

(*e*) It has helped many people who nearly drowned.

(*f*) Its firemen have strong bodies and brave hearts.

(*g*) Its firemen are lazy.

3. Which of the numbers below tells what was the average cost to each person living in Chicago to keep up the Chicago Fire Department for the year 1930?

$9.36 $2.36 $5.36 $1.36 $4.36

4. Which of the sentences below tells why we are still having too many fires in Chicago?

(*a*) The firemen do not work hard enough.

(*b*) Many people are very careless.

(*c*) The weather is too hot.

5. Which of the causes below is the cause of about one out of every three fires that happen in Chicago?

(*a*) Defective electric wires and crossed wires

(*b*) Explosions

(c) Rubbish, rags, and litter lying around

(*d*) Fireworks

6. Which of the words below tells from where Chicago gets its drinking water?

Chicago River Lake Michigan a well
Drainage Canal

7. Which of the answers below tells why Chicago makes laws which we must obey?

Laws are made:

(*a*) to give the policemen something to do.

(*b*) to help us be happy and safe.

(c) to bother us.

(*d*) so the policemen may arrest people who do not obey the law.

HOW DO WE PROTECT OUR LIVES, OUR HEALTH, AND OUR PROPERTY?

Chicago lost much in the terrible fire of 1871 but it gained something, too. Chicago learned a lesson. Chicago learned the truth of the saying: "An ounce of prevention is worth a pound of cure." Chicago also learned the truth of this saying: "A stitch in time saves nine." Can you tell what these sayings mean?

For many years Chicago had been busy working out ways to fight fires. The terrible fire of 1871 taught Chicago that this was not enough. It taught Chicago that it must also try at all times and in all ways to prevent fires.

When the people rebuilt Chicago after the fire of 1871, they tried to make it a fireproof city. They would not allow any wooden sidewalks in the crowded part of the city. They would not allow anyone to build wooden buildings or to have coal yards or lumber yards in the crowded part of the city.

Today Chicago has many laws to help prevent fires. Some of these laws tell how buildings must be built. Other laws tell how we must take care of materials that burn or explode very easily, like gasoline. For example, a man who wants to put an oil burner in his house must apply for a permit

CONNECTING THE ENGINE TO THE WATER PLUG

Do you think the firemen are trying to work quickly? At the right of the picture are two men holding the hose. For what are they waiting? This fire engine uses its motor to pump the water. Why should people never park their automobiles near a fire plug?

to install the tank to hold the oil. This man will not be given a permit unless he lives up to the fire-prevention laws. The crowded districts of Chicago have very strict fire-prevention laws.

Do you know about the fire department Chicago has today? In 1930, Chicago had 198 fire-engine companies. The station houses of these companies are scattered all over the city. The Chicago Fire

Department has many hook and ladder trucks, ambulances, and well-equipped fire boats. It has jumping nets, pulmotors, and many other fire tools with which to work. The Chicago Fire Department has portable light plants. These light plants are mounted on automobiles. The light plants make electricity. Portable light plants are useful in places where the fire has destroyed the regular electric light wiring. Often, before the department got these portable light plants, the work of the firemen was made much more difficult by the lack of light around the burning buildings.

The Chicago Fire Department not only helps to prevent and put out fires, but it helps in accidents where there is no fire. The department has several rescue companies. The work of these rescue companies is to answer special duty calls, which include calls to railroad wrecks, calls to street accidents, and other first-aid work. The Chicago Fire Department has several ambulances. These are used for accidents which happen in public places.

The rescue companies of the Chicago Fire Department have often helped people who were overcome by gas. Many times, too, they have helped people who got electric shocks. In cases of drowning, the rescue companies are of great help. Often the rescue crew works with a pulmotor over a victim for a long time. A pulmotor is a machine that

forces air into the patient's lungs. Many times, after hours of careful work, the rescue crew is able to make the patient breathe normally again and in this way to save his life.

In 1930, there were almost 3,000 people working in the Chicago Fire Department. Much new equipment and many new tools need to be bought every year. Much old material needs to be repaired every year.

It takes much money to keep up a big fire department. In 1930, it cost nearly $8,000,000 to run the fire department. In 1930, Chicago had about 3,500,000 people. So you see it cost each person living in Chicago about $2.36 to keep up the Chicago Fire Department.

The work of a fireman requires a strong body and a brave heart. Chicago may be proud of her firemen. They work hard to save lives and property.

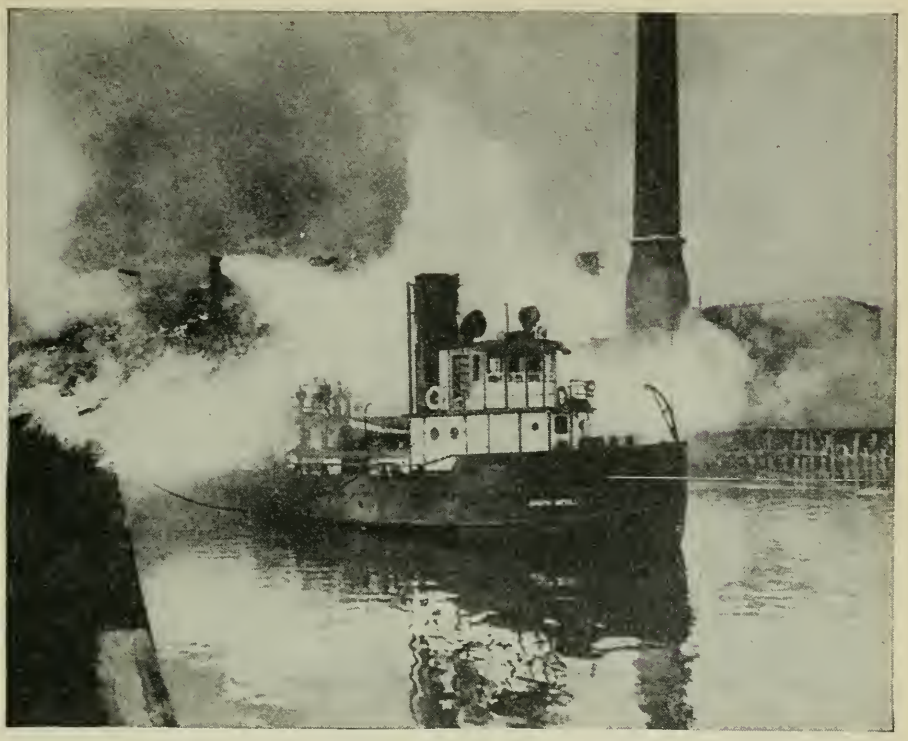
People are not as careful as they should be and we are having too many fires in Chicago. In 1930, Chicago had over 25,000 fires. These fires destroyed property worth more than $15,000,000. Imagine that every man, woman, and child who lived in Chicago in 1930 put $4.48 on one big pile. Now imagine that someone set fire to this big heap of money and all the money burned up. The amount of money lost would have been the same

as the amount of damage done by fire in Chicago during the year 1930.

What can a girl or boy do to help prevent fires? The following are the causes of many of the 25,331 fires which occurred in Chicago in 1930. The second column tells the number of fires for each cause:

Rubbish, rags, litter	8,528
Carelessness, with matches and smoking	3,943
Prairie fires and bonfires	2,607
Chimneys burning and sparks from chimneys	1,591
Defective electric wiring	1,506
Explosions	1,481
Defective or overheated stoves, furnaces, boilers, etc.	1,375
Open lights: candles, lamps, torches, etc.	349
Grease and meat burning	274
Hot ashes and coals	264
Hot irons	163
Gas stoves, pipes and fittings	157
Naphtha explosions	153
Fireworks	35

Some of the above causes of fires show great carelessness on the part of the people. Make a list of the causes which you think show careless-



A Fire Boat

Fighting a fire in a building on the bank of the Chicago River. From where does the boat get water to fight the fire? When can a fire boat help at a fire?

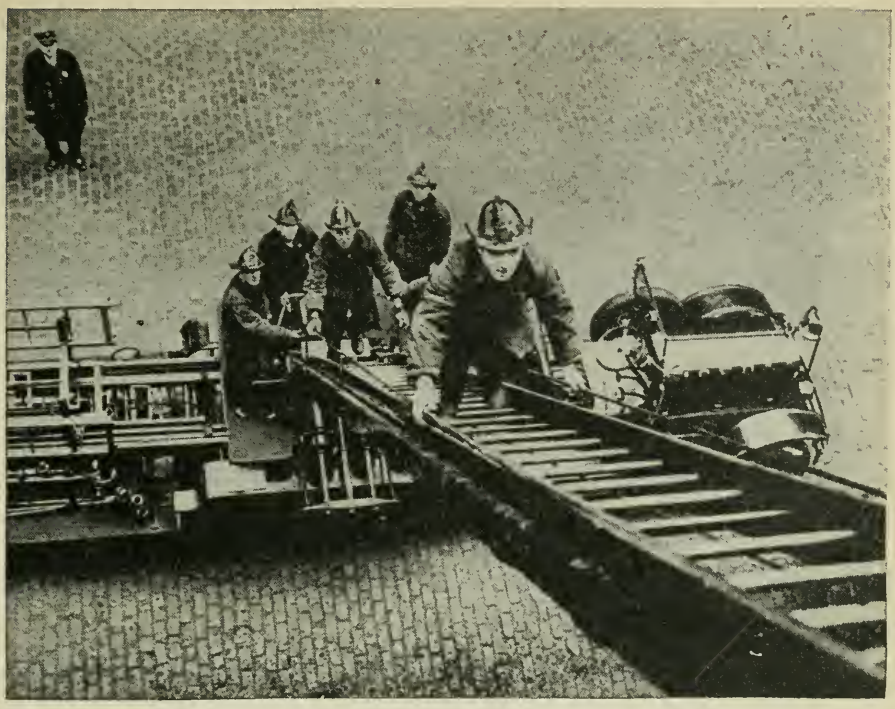
ness. Can you tell how girls and boys could help prevent some fires? Almost half of the fires in Chicago in 1930 (11,491) began in basements, yards, alleys, and vacant lots. Many times these places are very untidy. Rubbish, rags, paper, and other things of little value are often scattered about. These not only spoil the appearance of the basement, yard, alley, or vacant lot, but make the place unsafe. A fire may easily start there. Girls and boys should be careful never to leave any

rubbish lying around. They should help clean untidy places around their homes.

Is your back yard clean? If it is not, can you make it look neat and clean today? Is your basement clean? If it is not tidy, clean it just as soon as you can. Your home may burn today because of the rubbish lying around in your basement. Remember that about one out of every three fires in Chicago is caused by rubbish, rags, and litter lying around. Never play with matches. Many fires are caused in Chicago each year by the careless use of matches.

Sometimes people build small fires to burn up rubbish. Many big fires have started in this way. Often the person who built the little bonfire was careless and went away before he was sure the fire was out. The little fire spread and spread. Soon it was a big fire and did much damage. More than 2,600 fires in Chicago in 1930 started in this way. Every girl and boy can help to prevent fires. Are you helping to prevent fires, or are you a careless person?

What does Chicago do to help protect our lives, our health, and our property? Chicago has inspectors who visit and inspect buildings. They see to it that theaters and stores, and other public buildings are safe from fire. They see to it that wires for electricity are properly placed in build-



Climbing a Ladder

These firemen are trying to reach the part of the building that is on fire. What do you think the man with the cap on is doing? Why cannot any man be a fireman?

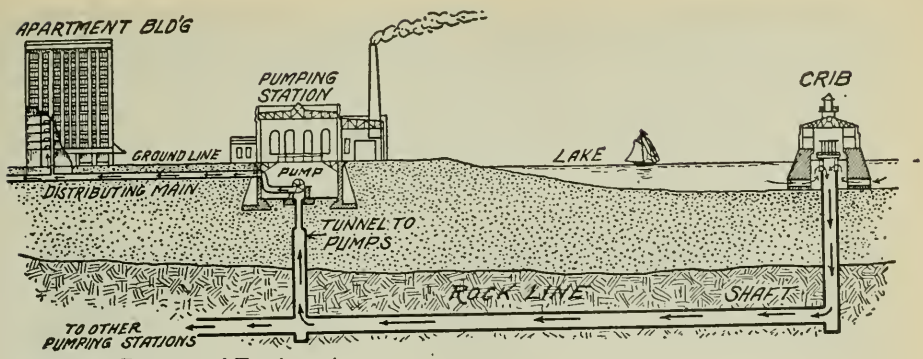
ings. They sometimes inspect furnaces. When a furnace is not in good condition, they order the owner of the furnace to repair it. Often fire inspectors go to school buildings to watch the pupils during a fire drill. The inspectors want to see if the girls and boys have learned how to leave the school building in case of fire. Shops where clothing is cleaned and garages and theaters are inspected often. Can you tell why a fire inspector should often visit such places? Can you think of

other places that should be inspected often to prevent fires?

There are many other departments besides the fire department that help to make the city safe for us and safe for our property. The most important of these are the health department and the police department. Chicago works very hard to keep her citizens healthy and happy.

People must have pure water to keep healthy. You read in Unit Five how the health of the people of Chicago was protected in the early days. You will read now about the many changes Chicago has made to keep her people well.

In 1867, the people of Chicago for the first time got water in the way that Mr. Chesborough had planned. Today we get water in the same way that Mr. Chesborough planned. He planned to get the city's drinking water from far out in Lake Michigan. This is what he did to get water far from the shore. He dug a tunnel far below the bottom of the lake. He made the tunnel slope toward the shore, so that the water would flow toward the city. He built a building out in the lake, to protect the open end of this tunnel. This building was called a crib. A pumping station was built where the tunnel reached the shore. The pumps at the station lifted the water from the tunnel and forced the water into big pipes under



Courtesy Bureau of Engineering

How Chicago Gets Its Water Today

Tell how water gets from the lake to a home in the city. Why do we need a pumping station? How is the water made safe for drinking?

the streets of Chicago. From these big pipes the water was forced into the smaller pipes which carried the water into the houses.

During the terrible fire of 1871 much damage was done to the water system of Chicago. But in 1873, the water system was in good condition again. It gave the people of Chicago good service for a number of years.

When the Illinois-Michigan Canal was finished in 1848, the Chicago River was forced to run backwards. That is, instead of flowing into Lake Michigan, as it did before, it was forced to flow away from Lake Michigan. In this way the sewage and refuse which was emptied into the Chicago River was kept from flowing into the lake. In this way, Lake Michigan, which gives Chicago her drinking water, was kept clean.

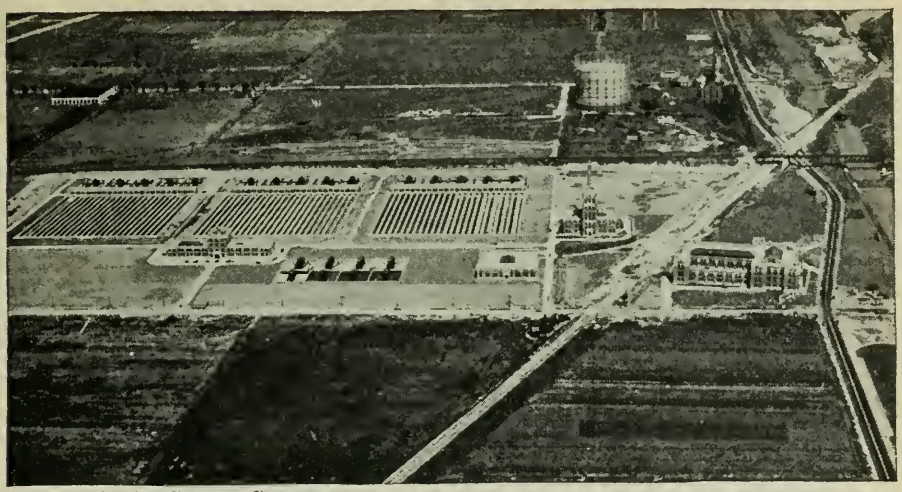
Chicago Historical Society

CHICAGO DRAINAGE AND SHIPPING CANAL

Why was this canal built? When was it built? What rivers does it connect? Where do you think the hills of sand and stone on the left bank of the canal came from?

But whenever there was much rain or snow, the Chicago River would get more water than the pumps could pump into the Illinois-Michigan Canal. Then water from the river, with the sewage that had been emptied into it, would rush into Lake Michigan. This would make Chicago's drinking water very bad and cause much sickness.

Chicago was growing fast. More and more people were coming to live here. The Illinois-Michigan Canal could not do the big job of moving the sewage away fast enough. The city needed a new drainage and sewerage system. So it was planned to build a new canal to carry away the sewage.



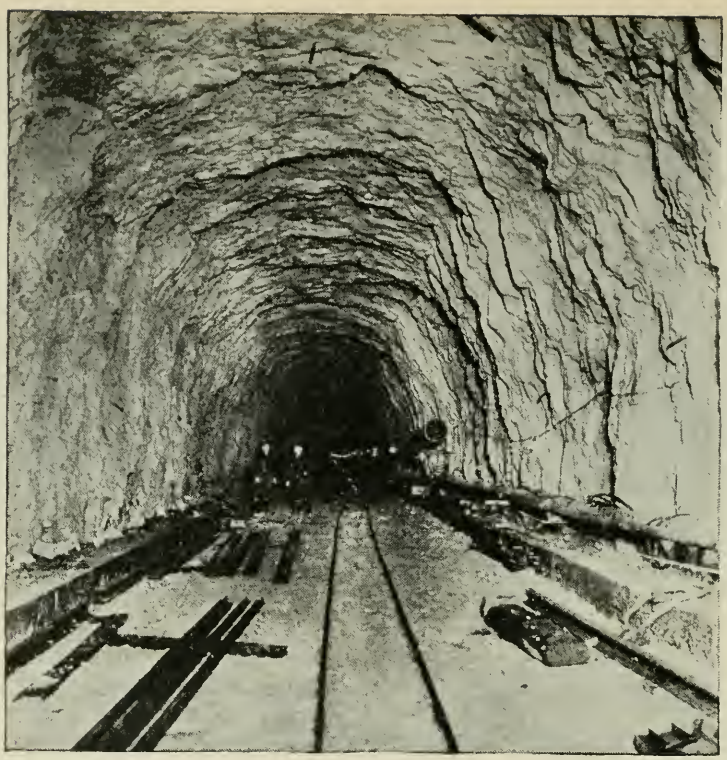
Chicago Aërial Survey Company

NORTH SIDE SEWAGE-TREATMENT WORKS

View from an airplane. Here much of Chicago's sewage is made harmless.

This canal was called the Chicago Drainage and Shipping Canal. In 1892, work on the new canal was begun. It was finished in 1900. It connected the Chicago River at Damen Avenue with the Des Plaines River at the city of Lockport, Illinois. The Des Plaines River is a branch of the Illinois River and the Illinois River empties into the Mississippi River. Can you find these rivers on your map? The Chicago Drainage and Shipping Canal is about twenty-eight miles long. It is much wider and much deeper than the Illinois-Michigan Canal, and can better take care of Chicago's sewage.

Much of Chicago's sewage is taken to disposal plants. Here it is treated until a large part of the sewage disappears. But there is always some



THE CHICAGO AVENUE TUNNEL

A section of the new tunnel while being constructed. This tunnel is sixteen feet wide. It is the largest water tunnel in the world.

liquid left. This runs into the Chicago Drainage and Shipping Canal. Not all of Chicago's sewage is treated at disposal plants at the present time. Some of it is emptied directly into the Chicago River. Large pumps force the water from the Chicago River and Lake Michigan to run into the Chicago Drainage and Shipping Canal. Very much water is used. The stream of water moves very quickly. This keeps the sewage from giving off bad odors. As the water flows along, the air

THE CHICAGO AVENUE TUNNEL

The section shown on the opposite page after being completed. This tunnel carries water from the lake to Chicago's north and west sides.

and the sun help purify the water. Chicago will some day have to get rid of all its sewage in big disposal plants. The city is already planning to build more huge plants in which the sewage can be destroyed or made harmless.

Today Chicago has a very fine water supply. At the present time Chicago has many cribs, many miles of tunnels, hundreds of miles of water pipes, and many large pumping stations. Chicago has

just built the largest water tunnel in the world. This tunnel is so large that two railroad trains could run side by side through it. The new tunnel is 190 feet below the level of the lake. This is about the same distance below the lake level as the height of a twenty-story building.

At the pumping stations, the water is strained through screens. This is done to keep out dirt and fish. The water is then tested. If the tests show that the water contains disease germs, a little chlorine is put into the water. The chlorine kills the germs. Chlorine sometimes gives the water an unpleasant taste. When the inspectors are sure that the water is pure, it is pumped through the pipes that lead to our homes.

The people of Chicago use over 865,000,000 gallons of water each day. Chicago's water supply today is very fine. But the people of Chicago always try to make their city even better than it is. At the present time Chicago is carrying on experiments in filtering water. The time will come when even better ways for protecting our water supply will be known and used by our city.

How do the people of Chicago pay for the water they use? People who own homes pay a water tax every year. Small buildings in which only one or two families live are taxed for their water according to the size of the house, the size of the

Chicago Historical Society

LAGOON AND BOATHOUSE IN LINCOLN PARK

How can you enjoy yourself in Lincoln Park? Why does the city spend much money on its parks? Can you name other parks in Chicago?

lot, and also the number of faucets in the house.

There are water meters in the larger buildings. These meters measure the amount of water used. The water tax depends upon the amount of water that passes through the meter.

The average family pays about seven dollars each year for all the water it uses. This water tax money is used to pay for keeping the water pure and for pumping the water into our homes.

Every person who wants to stay healthy must have much fresh air. Chicago, at the present

time, is a very crowded city. But Chicago has many parks and playgrounds for her people. Forest preserves lie in a half circle around Chicago. All are easy to reach.

How are Chicago's streets kept clean? Every person who owns a house must see to it that the sidewalk in front of the house is kept clean. When a man sweeps his sidewalk he often sweeps the dirt into the street. He ought to gather up the dirt and put it into the ash can. The city hires men to sweep our streets for us. With brushes and shovels they sweep and clean the streets. During the summer we often see sprinkling wagons on the streets. They wash the dirt and dust of the streets into the sewers.

What does the Chicago Health Department do for the people of Chicago? If the health department would stop doing its work, the health of every person in Chicago would be in danger. The health department has inspectors to see to it that our water supply is kept pure. They see that no bad or spoiled food is sold. They see to it that all homes have enough sunlight and air. They punish people who allow thick smoke to come out of the chimneys of their houses.

The health department takes especially good care of school children. Doctors visit the Chicago schools each morning. They work hard to keep

Chicago Historical Society

IN THE FOREST PRESERVES

Where are the Forest Preserves around Chicago? Why do we spend much money to keep them up? How can you enjoy yourself in the Forest Preserves?

diseases from spreading. All school children are examined from time to time. Sometimes some trouble is found—bad teeth, bad tonsils, poor vision, poor hearing, a weak heart, or weak lungs. Then the parents are told to have the child treated to correct the trouble. If the parents are poor, they may take the child to certain hospitals or clinics where good work is done without any charge. Doctors from the Chicago Health Department vaccinate many children each year. Chicago does all it can to help keep the children healthy.

If every girl or boy would help, Chicago would soon be world-famous for health.

What can a girl or boy do to make Chicago world-famous for health?

Here are some ways in which you can help to make Chicago a better and happier place in which to live:

(*a*) Keep yourself clean.

(*b*) Cover your nose and mouth when you cough or sneeze.

(*c*) Eat the proper foods each day.

(*d*) Keep your yard clean.

There are many other ways in which a girl or boy can help. Add to the above list any other ways of helping of which you can think.

How is your garbage taken care of? Once or twice each week a garbage wagon comes through your alley to collect the garbage. One of two things happens to the garbage that is collected from the can in your back yard. It may be taken to an incinerator. An incinerator is a plant that burns garbage. Nothing but a few ashes is left of the garbage after it passes through an incinerator. Or the garbage may be taken to dumping grounds. Garbage is taken to dumping grounds to fill up swamps or to make new land.

Do you know why Chicago has a police department? In every large city there are many thou-

JUNIOR POLICEMAN ON DUTY NEAR HIS SCHOOL

What are the duties of a police boy? Could any big boy be a good junior policeman? Why does he wear a belt and a badge?

sands of men, women, and children who always try to do what is right. But there are also many people who do not obey the laws of the city. There are some people in every big city who are very wicked. Some will steal when they can. Some will even kill people to get what they want.

In the city of Chicago there are about 7,000 policemen. These are tall, strong, healthy, intelligent men. They go about their day's work with a whistle, a pair of handcuffs, a club, and a revolver. Their work is often dangerous and exciting.

In the year 1930, Chicago spent more than $17,000,000 to give its people police protection. In 1930, it cost each person living in Chicago about

$5.15 to keep up the Chicago Police Department.

Policemen have many duties. They try to make Chicago safe for its people. It is their duty to protect our property and our lives. They must see to it that the people obey the laws.

A policeman who walks around on a beat warns people who become careless about obeying laws. He watches for fires. He guards homes and business places against danger.

On busy street corners we find the traffic policemen. They see to it that wagons, automobiles, and street cars cross the streets at the right time. They also help people, who are walking, to cross the street in safety.

You will find traffic policemen near many Chicago schools. These policemen help girls and boys to cross the street safely on their way to and from school.

Many of the schools in Chicago work with the police department. The older boys in these schools are junior policemen. They are given belts and badges to wear. It is the duty of these boys to help the school children cross the streets safely. The junior policemen of Chicago do very fine work. They have saved thousands of lives.

Chicago has some mounted police. These are police who ride on horseback in the downtown district. They direct the people and automobiles in

A Motorcycle Policeman

This picture was taken in the year 1932. The officer is pointing to the state license plate on the car. What do you think was the trouble?

these busy streets. They enforce the laws about parking automobiles. They clear the streets of traffic, as far as they can, when fire trucks are coming.

Chicago has also some policemen who ride about on motorcycles. They watch for motorists who drive too fast, or who do not obey the other traffic rules. Nearly 900 people lost their lives in automobiles accidents in Chicago in the year 1930. Over 15,000 people were injured during that year.

Many of these accidents were caused by reckless driving.

Besides the regular policemen we have detectives. These men do not wear uniforms. They dress like ordinary citizens. A detective wears a star inside his coat. It is the job of a detective to find criminals and to arrest persons who have done wrong.

Chicago has also some police who drive around the city in automobiles. Each squad car has a radio receiver. The police in the squad cars get orders over the radio from the police station. Messages like the following are received: "Squad number thirteen of the first district, go to 1346 Main Street. A burglar in the first flat." Police in squad cars are able to get such orders while they are driving around. They can rush at once to the scene of the trouble. Often they get to the place before the criminal has had a chance to escape.

Policemen are our friends. Here are some ways in which policemen help the people. Policemen take many lost children back to their mothers. Policemen direct people who are strangers in Chicago. In case of accidents, policemen often give first aid to the people who are hurt. A person who needs help of any kind can get it from the police. Policemen are our good friends. They help and protect us. Often they risk their lives for us.

In addition to the work of the various departments of Chicago, each citizen of the city, whether young or old, has some work which he can do to make Chicago a better and a happier place in which to live. You are either helping yourself and Chicago to succeed or you are keeping yourself and Chicago from succeeding. Are you helping or are you hindering? Let this be the motto of all Chicagoans: "All to help and none to hinder!"

SOME THINGS TO DO

1. Get or make a scrapbook. Clip from newspapers stories and pictures about fires. Paste these in your scrapbook. Under the clippings copy the following sentences and fill in the blanks: This fire was caused by _____. I think it could have been avoided if _____ _____.

2. Visit a fire-engine house. Be ready to tell the class about your visit.

3. Get or make a little scrapbook. In it paste or draw pictures of some of the equipment which the Chicago Fire Department uses today. On the cover of your book print: Fire-Fighters' Tools.

4. Make a list of rules for preventing fires in homes. Put the most important rule at the top.

5. Have you ever had a fire in your home? If so, be ready to tell the class what caused the fire. If everyone had been very careful, would the fire have happened?

6. Do you know where the fire-alarm box nearest your home is? If you do not know, find out today. Make a street map showing the location of the fire box nearest your home. Learn how to use a fire box. Be ready to explain to your class.

7. Make a drawing of your school and the grounds around it. On this drawing show the following:

(*a*) The line of march of your class when all the exits in your school are open.

(*b*) The line of march of your class if one of the exits of your school is blocked by an imaginary fire. Put a cross on the closed exit.

8. Ask your teacher to show you how to use the fire extinguisher.

9. Make a poster. On it put a slogan about fire prevention. Perhaps you would like to use one of the following slogans:

Fight fires before they start! Clean up!
Clear away rubbish in or near your home!
Never play with matches!
Never keep gasoline or naphtha in the house!
Always turn off electric irons after using them!
Have a fire extinguisher in your home!
Go outdoors when you clean with gasoline or naphtha!

10. Get together all the girls and boys who made posters. Perhaps they can nail their posters on long sticks and make them look like banners. Arrange to have a parade to some other room in your school. Tell each girl and boy to be ready to say a few sentences about his poster. The class you visit may ask you to tell them a few things about fire prevention.

11. Make a cross-sectional drawing showing what was Mr. Chesborough's plan to get water from Lake Michigan far from the shore. (Mr. Chesborough's plan is still being used today.) Now, if you can, construct a crib, etc., on a sand table.

12. Visit a pumping station. Be ready to tell the class what you saw.

13. Many people waste much water. How do you think they waste it? Be ready to tell your class. Write a list of rules for preventing the waste of water. Here is one rule:

Have leaky faucets fixed.

Write some other rules.

14. Tell how the water you use in your home comes from the lake to your home. Make a picture to show this.

15. Make a poster or a drawing to show a traffic policeman at work on a busy street corner.

16. Make a list of safety rules. Here are two rules. Write as many other rules as you can think of.

(*a*) Cross the streets only at corners.

(*b*) Wait for the green lights.

TEST ON HOW WE PROTECT OUR LIVES, OUR HEALTH, AND OUR PROPERTY

1. From the terrible fire of 1871, Chicago learned that it must try harder to _____ fires.

2. The Chicago Fire Department today has very _____ equipment.

3. Chicago has many _____ which make people be more careful. In this way many fires are prevented.

4. Almost half of the fires that happen in Chicago start in _____ _____.

5. About one of every three fires is caused by _____ lying around.

6. Many fires could be prevented if people would be more _____.

7. Prairie fires and bonfires often start big and dangerous fires. A person who starts a bonfire should not _____ until he is _____ the fire is out.

8. What do you think is the most important way in which a girl or boy may help prevent fires?

9. A fire law of Chicago says that automobiles may not be parked near a fire hydrant. What do you think is the reason for this law?

10. Why is it necessary to have fire drills at school?

11. Mr. Chesborough directed the building of a water tunnel far under the bottom of the _____.

12. Over the opening of this tunnel, far out in the lake, he built a _____.

13. Even after this water system was used the water was impure, because the sewage and garbage were still being emptied into the _____, and the river often emptied into the _____.

14. In 1892, the building of the _____ was begun. It was finished in 1900. This canal changed the direction of the _____. This river now flows _____ Lake Michigan instead of _____ it.

15. Now Chicago's water supply is very pure. Water is pumped from the lake to the pumping station. Here the water is strained through screens. Then it is _____. If the test shows that the water contains disease germs, a little chlorine is put into the water. The chlorine _____ the germs. When the inspectors are sure that the water is pure, it is pumped through the pipes that lead to the homes.

16. About how many people live in Chicago today? _____.

17. Chicago pumps about _____ million gallons of water in one day.

18. Who pays for Chicago's water supply? _____.

19. In what way do water meters keep careless people from wasting water?

20. Many Chicagoans died of typhoid fever in 1887. Doctors said this epidemic occurred because Chicago's water supply was very impure. From where was Chicago getting her water at this time? _____. What made the water so impure? _____.

21. Which do you think is a better plan, for all people of Chicago to get together to supply themselves with water, or for each family to have a well of its own? Why do you think so?

22. Tell what you know about sewage disposal plants.

23. How is the garbage taken care of?

24. How are our streets kept clean?

25. Tell what the Chicago Health Department does to protect the health of the school children.

26. Why do we need a police department?

27. Tell about the work of the junior police or safety patrol boys.

28. Why do we have detectives?

29. What are squad cars? What do policemen in squad cars do? How do they get their orders?

30. What is the work of the motorcycle policemen?

UNIT IX: OUR SCHOOLS OF TODAY

Every morning, about four hundred seventy thousand girls and boys leave home to go to our Chicago public schools. About one hundred fifty thousand girls and boys in Chicago go to private and parochial schools.

In our public schools there are about three hundred twenty-five thousand girls and boys in the elementary, or grade schools. There are about forty thousand girls and boys in our junior high schools and about one hundred thousand girls and boys in our senior high schools. We have a normal college where young women and men learn how to be teachers. We have also a college which is free to those of our girls and boys who finish high school.

We have many fine school buildings in our city. We have over three hundred grade schools, twenty-five high schools, and twenty-five junior high schools. We have about fourteen thousand teachers. They are trying to help us to be the kind of girls and boys Chicago wants us to be. What is your big job every day? How can your school help you? What can you do to help your school?

HOW MUCH DO YOU KNOW ABOUT THE SCHOOLS OF CHICAGO?

1. Which of these numbers most nearly tells how many public grade schools we have in Chicago?
20 50 100 200 300 400 500

2. Which of these numbers tells about how many girls and boys go to public senior high schools?
20,000 50,000 100,000 150,000 200,000

3. Which of the numbers below tells about how many girls and boys go to the private and parochial schools in Chicago?
20,000 50,000 100,000 150,000 200,000

4. Which of the amounts below tells what it cost to teach one pupil in the Chicago public grade schools for the one year of 1931?
$35.00 $50.80 $75.90 $84.25 $90.00 $100.10

5. Which of these numbers most nearly tells how many teachers we have in our public schools?
5,000 8,000 10,000 12,000 14,000 18,000

6. Can you give some reasons for going to school?

7. Who pays for our schools?

8. Who owns our school buildings?

9. Can you name the different kinds of public schools we have in Chicago?

10. What does Chicago do for the blind, the deaf, and the crippled children?

OUR SCHOOLS OF TODAY

Why do you go to school? Do you want to be a good citizen? Do you want to be of help to your community and city? Of course you do. Every real American girl and boy wants to do his part to make his city a better and finer place in which to live. Can your school teach you how to be a good citizen and do your part of the work that must be done every day?

What are some of your jobs? Let us think for a minute. Name some of your jobs. Here are a few to begin with:

1. Keep yourself healthy and well.
2. Have the right kinds of fun.
3. Be helpful at home.
4. Be helpful in your community.
5. Be a good example for every girl and boy in everything you say or do.
6. A good citizen needs to know many things. The girl or boy who works hard in school will be able to do more useful work in life than the lazy girl or boy. The more you learn, the better can be your service to your city and community.
7. Learn to be faithful to each job that you have to do. Give to each job the best that is in you.

Can you tell how your school tries to help you to do these jobs well?

SCHUBERT ELEMENTARY SCHOOL

Do you know what it costs each year to send you to school? It cost $84.25 in 1931 to send a girl or boy to the grade school for one year. It cost $112.69 to send a girl or boy to the junior high school. It cost $146.84 to send a girl or boy to the senior high school. It costs about $100,000,000 to run our public schools for one year in Chicago. Most people cannot even imagine that much money. Can you?

Where does all this money come from? Some of it comes from our state government and a little comes from our national government. But most of this money comes from the taxes which your

mothers and fathers pay to the city each year. What do we mean by "taxes"? Well, whenever you buy something in a store you have to pay for it. Someone pays the janitor of your house. Why do we pay the janitor? Because he does something for us. Why do we pay for a ride on the street car? Because we have to help pay for building the street car. We have to help pay the wages of the conductor and motorman.

What does our city do for us? Chicago builds fine school buildings for us. Chicago pays the teachers for teaching the children. Engineers and janitors are paid to take care of these school buildings. They keep them warm and clean.

But Chicago must pay the people who work for the city and the schools. And so the parents of the city must pay for these fine schools. The parents must pay for the teaching in the schools and for keeping the school buildings warm and clean.

That is why the parents in our city must pay taxes each year. The city uses this money to pay the different people who work for the city and the schools.

The parents of Chicago pay for our school buildings. Who owns these buildings? Can you guess? Yes, the people of Chicago own the school buildings. They own all the desks, maps, books, and

HUBBARD JUNIOR HIGH SCHOOL

everything that we use in our schools. Are you a part owner of our fine school buildings and playgrounds? Yes, you are a citizen of Chicago and so you, too, are a part owner of our school buildings and what is in the buildings.

Do you take care of what belongs to you? Would you break your own wagon? Would you break the dishes you use at home? "No," you say, "because these things belong to me or to my parents."

Now, do not forget that the schools belong to you, too. If you break a pane of glass in a window in the school building, someone will have to pay for a new pane of glass. If you do not pay for it, from where will the money come to pay for it?

A Kindergarten Class

These children are ready for the first grade. Can you see their little diplomas? What did these children learn in the kindergarten?

If you scratch your desk or write on the walls of the school building, the desk must be repaired and the wall must be cleaned. Do you think it is fair to make the parents in our city pay for window glass that we break carelessly? Your parents paid over $145,000 to put new glass in school windows during the year 1931. Most of these windowpanes were broken by careless children.

What does the grade school teach us? Have you ever visited a kindergarten? Here the little girls and boys between four and six years of age come each day for a half day. These little children learn to play and work together. They learn many

A Manual Training Shop

These boys in the upper grades of an elementary school learn how to use tools. Name some things which the boys make in the shop. What are some of the tools the boys learn to use?

little stories and songs. They learn to cut and to paste. Best of all, they learn to like school.

Soon they go into first grade. Now they begin to learn to read and write. In a few years, these little people are up in the fourth grade; then the fifth; then the sixth. They have learned to read and write and to do arithmetic problems. They have learned about people who live in other countries. In the fifth and sixth grades, the boys have some shopwork. They learn to make many lovely toys and useful things out of wood. The girls learn something about cooking and sewing. They

TIME TO EAT

Luncheon in the Lucy Flower High School. The food is prepared by the girls of the cooking classes. What are some of the foods these high-school girls have prepared?

learn to make nice pies and cakes. In their sewing lessons, they learn to make things to wear.

Soon these girls and boys finish the sixth grade. They are then ready to go to the junior high school. By this time they should have learned how to read and study by themselves.

You will like the junior high school. In the junior high school girls and boys stay three years. They learn many new things. They have a good time being with girls and boys of their own age from many other communities.

How is the junior high school different from most grade schools? Girls and boys are in school six hours each day. Most of them eat in the big lunch room at the school every day. Many buy their lunches there. The boys work in some shop for a period or more each day. They learn to make and understand electrical things. They learn about printing and making things out of wood and of metals like iron and tin. The girls study sewing, cooking, and millinery.

In the second and third years at the junior high school, a pupil has a chance to choose one of his studies. He may study French or German or Latin. He may study typewriting or drawing. Of course, everyone studies history, civics, geography, English, spelling, arithmetic, and reading. All girls and boys need these studies for whatever they will do in life.

Of course the girls and boys want to join one of the many clubs in the junior high school. These are Radio, Hiking, Chemistry, Music, Violin, Travel, Astronomy, and many, many other clubs. Each club meets once or twice a week. The clubs put on plays and assembly programs from time to time.

There are many other fine things at the junior high school. There are fine gymnasiums. There are big swimming pools where girls and boys learn

A Millinery Class

What are these girls in the Lucy Flower High School learning to make? Why do you think it is fine for girls to learn to sew and cook?

how to swim. There are special rooms for science, drawing, shopwork, and music. There are different teachers for each study. Some of these teachers are men and some are women.

The junior high school teaches girls and boys how to study and be happy at the same time. They learn to work and play with others. They find out what they are really interested in. They receive help in choosing studies to prepare them for the high school.

Go on to the senior high school! Some girls and boys stop at the end of the junior high school. Many go on to the senior high school, but only a

few girls and boys finish the senior high school. Try to graduate from some high school if you possibly can.

Two of our high schools are for boys only. At Lane and Tilden High Schools the boys can learn to be electricians, printers, machinists, carpenters, and many other kinds of workers. One high school, the Lucy Flower High School, is for girls only. Here the girls can learn office work, cooking, millinery, dressmaking, and many other kinds of work.

Of course the girls and boys can also study to prepare themselves to go to a university or college. These girls and boys can go to the Chicago Normal College and learn to be teachers. If they wish, they can go to Crane Junior College. Here they can get two years of college studies free of charge.

Besides such studies as English, mathematics, and history, the high-school girls and boys study music and art. They have fun in the swimming pools and gymnasiums. They also learn how to enjoy themselves. They learn to enjoy good books, good music, and fine paintings. Girls and boys should learn in school how they may enjoy themselves after their school days are over.

What about the boys and girls who must go to work? We have a law in Illinois which says that children between the ages of seven and six-

CRANE JUNIOR COLLEGE

On Oakley and Jackson Boulevards. Who may go to this college?

teen years must go to school all day every day. But if a girl or boy is over fourteen years of age and has finished eighth grade, she or he may go to work if the parents need help. Girls and boys between fourteen and seventeen years of age who are working must go to a continuation school eight hours each week. In this school girls and boys who work the rest of the week may learn more about their trade or their own jobs.

The girls and boys who have not finished the eighth grade must go to school all day every day. They must go to school until they finish the eighth grade or until they are sixteen years of age. When they are sixteen years of age, they may go to work

MUNICIPAL TUBERCULOSIS SANITARIUM

People who have tuberculosis or are in danger of getting it are taken care of here. The hospital is kept up by money from taxes. The children who are not too sick, go to school in the four small buildings in the front of the picture. Children who are too sick to go to school, have their lessons in bed.

if they wish, but they must go to a continuation school until they are seventeen. Girls and boys over seventeen years old do not have to go to school if they do not want to go any longer.

Our Chicago schools have an employment certificate bureau where girls and boys under seventeen years of age must go to get working certificates which will allow them to work. The bureau has doctors who examine the girls and boys to see if they are healthy and strong enough to go to work. This bureau also makes sure that the work is not dangerous to the health and lives of these young girls and boys.

In our high schools, we have some courses that take only two years to finish. These courses usu-

Spalding School for Crippled Children

Children are taken to and from school each day in busses. They eat their lunch in school. Doctors and nurses help these children to become strong. Teachers try to help these children to be happy like other children.

ally prepare the girl or boy for some kind of work, such as printing, woodwork, millinery, and sewing. Many of the young people who work during the day go to evening schools. Here they may study those things which will help them make a better living for themselves. Many things which are taught in the day schools are taught in these evening or night schools. In some of our night schools the girls and boys can study the regular high-school work if they have finished the eighth grade. After a few years in this kind of night high school, they receive a high-school diploma if they have done the necessary work.

International News Photo

A Class in the Bell School

These children are "hard of hearing." The teacher is talking into a machine. The ear phones help the children to hear easily what the teacher has to say.

Special schools and classes. We have special schools and classes for the sick, the blind, and the crippled children. At the Municipal Tuberculosis Sanitarium, we have teachers for the sick children. These children are also cared for by nurses and doctors. Many of these children get well and return to the regular school.

In some schools we find small classes of six or seven pupils who cannot see or hear well. In some other schools we take care of crippled children. Teachers, doctors, and nurses work with these children every day. There are special schools for these unfortunate children in all parts of our city. Of course, we need more of these special schools. We hope these children will learn to do something that will make them happy. Many of them will learn enough to make their own living without help from other people.

In many of our schools we have special classes for the slow girls and boys. Here they can get much more help from the teacher because there are only about twenty pupils in a class. If a pupil fails in his work, he can go to summer school and make up what he has not learned during the year. The bright pupil can often skip a half grade in the grade school. He can go to summer school and so get ahead of his class. We have summer-school work for pupils in grades five and six, and for pupils in the junior and senior high schools.

In our schools we have some troublesome boys and a few troublesome girls. We have two schools for bad boys and a Parental School for girls and boys who like to "bum" from school. Many times there are real reasons why some of our girls and boys get into trouble. It is not always entirely

IMMACULATA HIGH SCHOOL

This is a private Catholic high school for girls. About how many girls and boys go to private and parochial schools in Chicago? What are the differences between the parochial and public schools?

their fault. Their homes or friends are not always the best. Many of our bad girls and boys become fine citizens later in life.

Our private and parochial schools. We must not forget that over 150,000 girls and boys go to the private and parochial schools in Chicago. They study the same things that the children study in the public schools. Many of the parochial schools have beautiful buildings. There are many private and parochial grade schools and high schools in Chicago. The biggest difference between the public and parochial schools is that religion is taught

in the parochial schools and is not taught in the public schools. Of course, the parents must pay to send their children to the private and parochial schools. Besides paying for their children in these private schools, these same parents must also pay taxes to help support the public schools.

The public and parochial schools try hard to teach children to want to give to others instead of always wanting to get something for themselves. When you learn to give instead of wanting to get something, you have become a real citizen of your community and city.

SOME THINGS TO DO

1. Make a list of the things you do each day in school. Show how many minutes you use for each study.

2. Make a map to show the streets where the children live who go to your school. This will be a map of your school district. Show your school on this map.

3. Can you make a model of your school building? Use soap, clay, or wood.

4. Make a drawing to show how your schoolroom is heated. Show how the fresh air comes into your room. How does the bad air get out of your room? Talk to the school engineer about this.

5. Make a map of your school district. Show with stars or in some other way, where the patrol boys of your school are on duty each day.

6. Have a debate on the topic: "To go to school is a duty and a privilege."

7. Prepare a talk on the differences between going to school in Chicago today and going to Miss Chappel's one-room school in Chicago in 1834.

8. Make some posters to show some of the games you play on the school playground or in the gymnasium.

9. Visit the nearest junior high school. Be ready to tell the class about your visit.

TEST ON OUR SCHOOLS OF TODAY

1. About _____ girls and boys go to our Chicago Public Schools. About _____ girls and boys go to the private and parochial schools in Chicago.

2. Who can go to the Crane Junior College?

3. How much does it cost to teach one girl or boy in a public high school for one year?

4. Why does it cost more to teach one girl or boy in the high school than in the grade school?

5. Who can go to the Chicago Normal College? Why would a girl or boy want to go there?

6. Here are two reasons for going to school:

(*a*) So that we can get more things for ourselves when we finish school.

(*b*) So that we can do more things for our community and our city when we finish school.

Which is your reason? Can you tell why?

7. How does your school teach you to be healthy?

8. What games do you play around your home that you learned to play at school?

9. How do your parents help pay for our public schools?

10. Why is it foolish for children to break school window glass or to damage the walls or fences of the school buildings?

11. Why would you want your baby brother to go to the kindergarten when he is five years old?

12. What kind of arithmetic can a girl or boy in fifth grade do that a child in third grade does not know how to do?

13. What do the girls and boys in the fifth and sixth grades do in school that the children in fourth grade do not do?

14. What school will you go to after you finish the grade school?

15. Can you tell in what ways the junior high school is different from your grade school?

16. What studies can you take in the junior high school that are not taught in the grade schools?

17. About how many senior high schools have we in Chicago?

10 15 20 25 30 40

18. What can you study in the high school?

19. A girl or boy in Chicago must go to school every day until he is _____ years old unless he has finished _____ grades. If he is over _____ years old, and has finished the eighth grade, and goes to work, he must go to a _____ school eight hours each week until he is _____ years old. Why is this law a good thing for our girls and boys?

20. How can the girls and boys who have gone to work as soon as possible, learn more in school?

21. How do our schools take care of the sick, the blind, the deaf, and the crippled children?

22. How do we help the slow girl or boy?

23. How can the bright girl or boy get ahead of his class?

24. Why do you think some boys "bum" or "skip" from school? What often happens to them if they do not come to school as they should?

25. Can you tell in what two ways the parochial schools are different from the public schools?

26. Here is a story with five endings. One is the best ending. Two are very poor endings. Two are only fair endings. Can you tell which ending is the best and which two are fair?

Chicago has made laws to keep children in school because:

(*a*) Schools keep the children away from home during the day while the parents work.

(*b*) Schools teach the children how to earn money very easily.

(*c*) Schools teach the children to be healthy, useful, and happy citizens.

(*d*) Schools teach the girls to sew and cook, and the boys to make things out of wood.

(*e*) Schools teach the children how to enjoy themselves.

UNIT X: HOW DO WE ENJOY OURSELVES IN CHICAGO?

Do you girls and boys ever enjoy yourselves? Do you have fun? Of course you do. But there are some girls and boys who do not know how to enjoy themselves. They think they are having fun when they make a lot of noise. Some have fun when they destroy other people's property. Some like to throw stones at windows. Some like to pull flowers out of people's gardens. This is not the right kind of fun for girls and boys.

Girls and boys ought to learn how to enjoy themselves. Our schools teach them how to enjoy themselves in the right way. Our schools try to teach children how to use their leisure time wisely. Leisure time is the time we have after our work has been finished. We must not use our leisure time in just "any old way." We should try to make good use of this free time. People enjoy themselves in many different ways.

HOW MUCH DO YOU KNOW ABOUT HOW PEOPLE ENJOY THEMSELVES IN CHICAGO?

1. Name five things that you enjoy doing in your play time.

2. Do you know how to get a book from the public library?

3. Can you name some of the beautiful buildings in Chicago?

4. Do you know anything about Chicago's fine museums?

5. Can you locate some of Chicago's beautiful parks?

6. Can you name the universities in and near Chicago?

7. What are some of the many ways in which the people of Chicago can enjoy themselves?

HOW DO WE ENJOY OURSELVES IN CHICAGO?

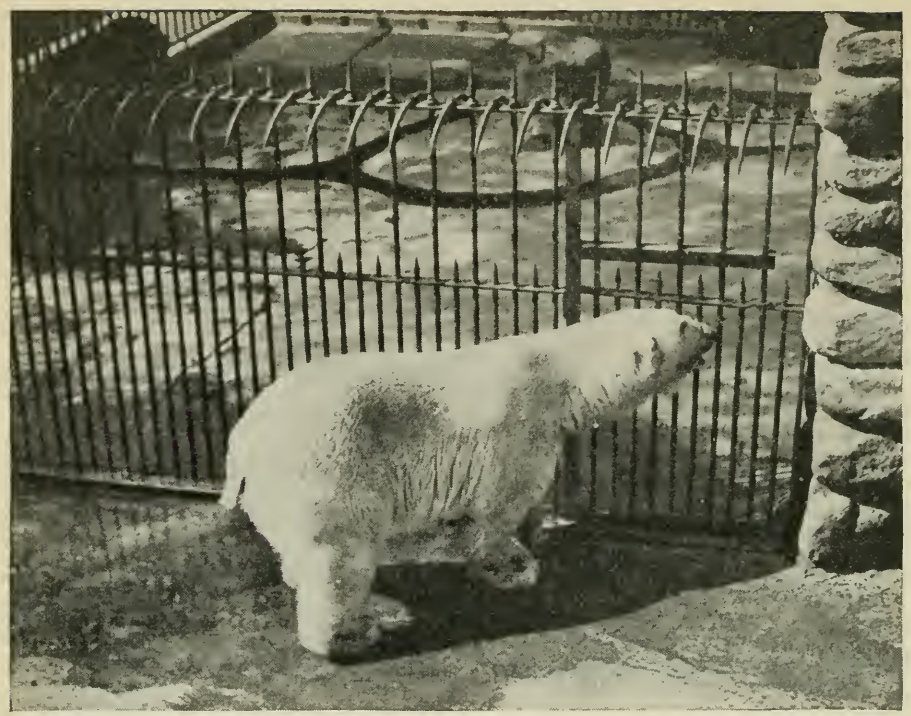
In a big city like Chicago there are many ways of enjoying one's self. We have our libraries, our theaters, our parks, our museums. During our school days we learn to enjoy good books, to enjoy good music, and good plays. What is a "play"? We also learn to play games like baseball, long-ball, dodge-ball, and three-deep.

The people in Chicago have many fine parks. Some of our largest parks are Lincoln Park on the north side; Jackson and Washington Parks on the south side; Garfield, Humboldt, and Columbus Parks on the west side.

Lincoln Park is famous for its zoo. There are many kinds of animals in this zoo, such as lions, tigers, bears, and monkeys. There is also a fine bird house. Can you name any other animals in the Lincoln Park zoo? The zoo is open all the year round. It is free to visitors.

Garfield Park is famous for its beautiful flower shows. Every autumn there is a very fine chrysanthemum show in Garfield Park. Thousands of people visit the greenhouses in this park every year.

Besides the large parks, there are many small neighborhood parks. Here are fine playgrounds where the children may play. These playgrounds



Chicago Historical Society

A Polar Bear in the Lincoln Park Zoo

What part of the world do polar bears come from? Notice the rounded spikes on the top of the fence. What do you think they are there for? Can you name other animals in the zoo?

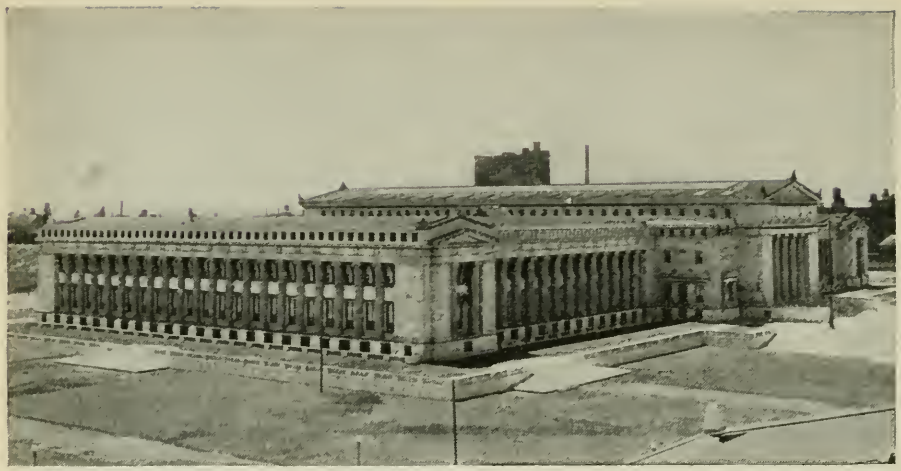
often have a playground teacher. The children can learn to swim, to play baseball, volley ball, and basket ball. They can learn to dance and to play games which will make them strong and healthy. Nearly all the parks have tennis courts. People may play on the tennis courts free of charge. These courts are usually crowded. You must wait your turn. If anyone is waiting for a turn, you are allowed to play for only one hour. The larger parks also have golf courses. It costs

more to take care of a golf course than it does to take care of a tennis court. So the people have to pay to play on the golf courses. The fee is small, usually from twenty to fifty cents for a game.

Some of the large parks have beaches along Lake Michigan. In the summer time, there are thousands of people on these beaches from early morning until after dark.

Besides our public parks in the city, we have forest preserves in the county around Chicago. These forest preserves were started in 1914. There are thousands of acres of these forests around the edge of the city. The forest preserves are very beautiful. They give much enjoyment to many people. People can drive to the forest preserves and picnic there for the day. The Forest Preserve Commissioners wish to keep these forests as beautiful as possible. People are asked not to destroy trees, pick flowers, or leave fires burning. A fire might destroy all the trees in the forest preserves.

Many people in Chicago like to read and we have some very fine libraries in the city. The Chicago Public Library is in the downtown district at Randolph Street and Michigan Avenue. You can get a library card and borrow books to read from the library. You may keep these books for two weeks. They may then be taken out for two weeks more,



Photograph by Underwood and Underwood

THE FIELD MUSEUM, GRANT PARK

What are some of the things to be seen in the Field Museum? Was this museum always in Grant Park?

if you have not finished reading them. At the end of this time, the books must be returned or a fine will have to be paid. The Chicago Public Library will also send a set of fifty books to your teacher. Your class may use these books. They must be returned to the library at the end of the year.

Some of the other libraries are the John Crerar Library, the Chicago Historical Library, the Newberry Library, and the Municipal Reference Library. Books may not be taken out of these libraries. People who go to these libraries must use the books there.

Chicago has a very fine museum. It is called the Field Museum of Natural History. At one time it was located in Jackson Park. Now it is

near Lake Michigan and Twelfth Street on the south side. It is a very beautiful building. It looks something like the Greek temples which were built hundreds of years ago. In this museum can be seen mummies of people who lived long ago. Many unusual and strange plants and birds and animals can also be seen there. Queer rocks and precious stones which have been dug from the earth can be seen. Of course you know that the exhibit cases that come to your school are sent by the Field Museum.

The Adler Planetarium and the Shedd Aquarium are not far from the Field Museum. The planetarium is a beautiful stone building with a one-hundred-foot dome. The dome has a white lining. On this white lining you will see a blue sky, with thousands of stars, when the lecturer starts his big lantern. In the planetarium you can learn about the moon, the sun, the planets, and the stars, and how they move in the sky.

What do you think you will see if you go to the Shedd Aquarium? Yes, fish. There are thousands of fish. They are of all sizes, from little tiny ones to big ones weighing several hundred pounds. This is a very wonderful collection of fish. Some of these fish look just like tiny horses. Some seem to carry little lights. Some have mouths with swords on them.

Photograph by Galloway

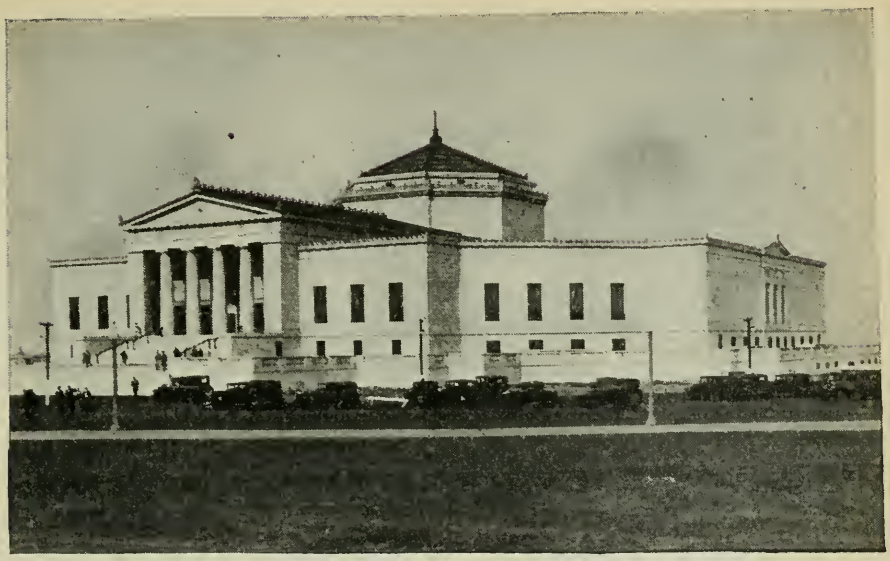
THE ADLER PLANETARIUM, GRANT PARK

It stands on an island which was built by filling in land in Lake Michigan. A bridge connects this island with the mainland. What can you learn about in the planetarium?

Chicago has one of the finest art institutes in the world. Here you may see beautiful paintings and fine statues. There is also an art school in the same building for people who wish to study art.

East of the Art Institute is the Goodman Memorial Theater. This theater tries to give only the best plays, and to teach the public to like and enjoy the best that the theater can offer.

The theater has been a form of amusement since the very earliest times in man's history. Now we also have the movies. Some of the moving picture



Photograph by Galloway

THE SHEDD AQUARIUM, GRANT PARK

The aquarium is across the boulevard from the Field Museum. What can you see in the Shedd Aquarium?

theaters in Chicago are more beautiful than the old theater buildings. In the theaters plays are put on, with people acting on the stage. We should learn to know and to like good plays. When you grow up to be women and men, you should see to it that your theaters show only good plays and good moving pictures.

There is another very fine way to enjoy one's self. One can enjoy listening to good music. Some people learn to play the violin, piano, or other instrument. Music is not a new art in Chicago. Chicagoans had music away back in the days of Fort Dearborn. When the settlers gathered in the fort, there was always someone to play for danc-

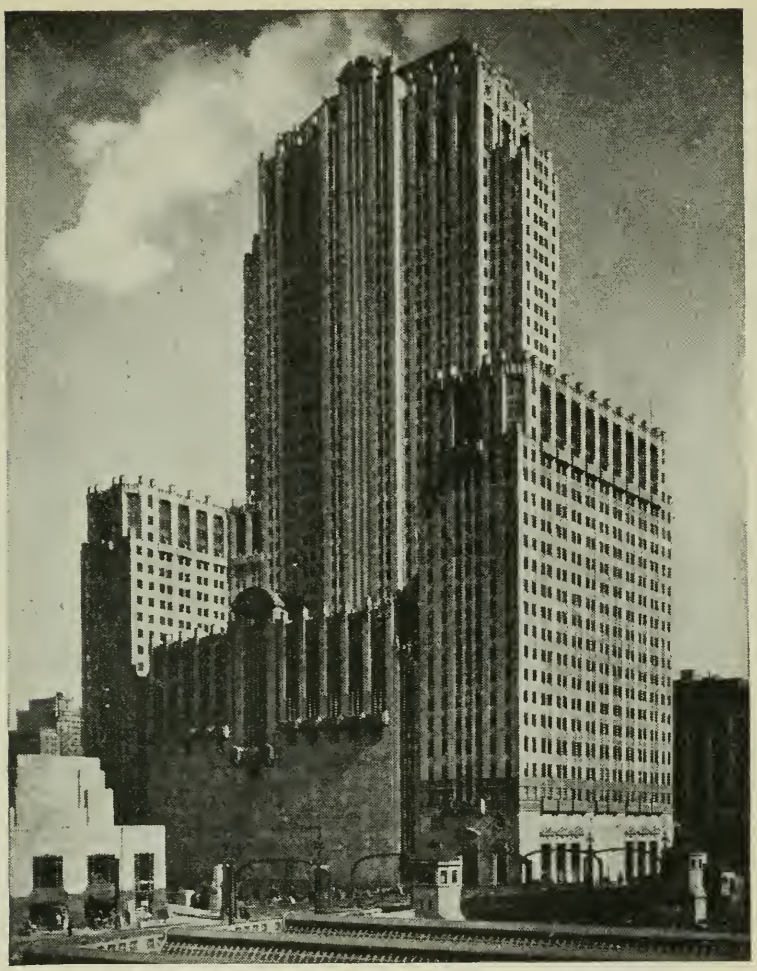
ing. Later, in the days of the Sauganash Hotel, Mark Beaubien often played the violin to entertain his guests in the evening.

There is a beautiful Civic Opera House at Wacker Drive and Madison Street. It was opened in November, 1929. Many famous singers have sung in this opera house: Tito Schipa, Rosa Raisa, Cyrena VanGordon, John McCormack, Galli-Curci, Gloria Claussens, and our own Mary Garden.

Another one of Chicago's famous musical institutions is the Chicago Symphony Orchestra. This orchestra plays in Orchestra Hall. The concerts begin in October and continue until the end of April. Some of the concerts are given especially for school children.

Another way to enjoy one's self is by going to athletic games. Thousands of Chicagoans every year attend baseball games, football games, hockey, bicycle races, and other sports. We have the Soldiers' Stadium where some of the big university football teams play every year. We have also two big baseball parks. The White Sox Park is on the south side of Chicago and the Cubs' Park is on the north side. Many people watch the baseball and football games played by neighborhood teams in the public parks.

People who cannot go to these sporting events



Photograph by Galloway

CHICAGO CIVIC OPERA BUILDING

At Wacker Drive and Madison Street. Besides the theater there are many business offices in this building.

can listen to them over the radio. The radio gives enjoyment to millions of people every day. What do you listen to on your radio?

We can enjoy many of the beautiful buildings, drives, and places around Chicago. Chicago prob-

Photograph by Underwood and Underwood

A Boulevard Drive

This boulevard, along Lake Michigan, is just south of Jackson Park, on the south side of Chicago.

ably has the most beautiful drives in the world. These drives make up her fine boulevard system. The boulevards wind through the parks, leading from one park to the next, and go around the city. We have heard of Jackson Park and Washington Park. The beautiful "Midway" lies between them. It is a boulevard six hundred feet wide.

In Washington Park at the west end of the Midway, is one of our fine works of art. It is called the Fountain of Time. It was made by Lorado Taft, a Chicago artist and sculptor.

Photograph by Burke and Atwell

ABRAHAM LINCOLN

The St. Gaudens statue in Lincoln Park. What do you know about Abraham Lincoln?

Some of our beautiful buildings are here in this same district. They are the University of Chicago buildings. We can follow the drive in Jackson Park and go north to Chicago's "loop." We pass along the lake front. Soon we see the beautiful buildings on the Century of Progress Exposi-

tion grounds. You will learn about these buildings in Unit XIII.

We pass the Field Museum, the Adler Planetarium, and the Shedd Aquarium. In Grant Park we see a wonderful fountain. It is called the Buckingham Fountain. It is especially beautiful at night. Colored lights that change every few minutes play on the many streams of water.

Not far from this fountain is a famous statue. It is a statue of Abraham Lincoln. It was made by a sculptor named St. Gaudens. He made another statue of Lincoln which stands in Lincoln Park. These are very beautiful statues.

On Michigan Boulevard we have many beautiful buildings. Some of the most beautiful of these tall buildings are the Tribune Building, the Wrigley Building, and the Palmolive Building. On the top of the Palmolive Building is the Lindbergh Beacon which lights the skies for aviators who may be flying during the night.

We can follow Michigan Avenue and the Lake Shore Drive and see one beautiful home after another. We pass through Lincoln Park. Here is the zoo which we have heard about.

The Chicago Academy of Sciences is also in Lincoln Park. It has a very fine library and museum of natural history. We drive farther north on Sheridan Road until we come to Devon Avenue.

Chicago Historical Society

THE GRANT MONUMENT, LINCOLN PARK

Find out in what war General Grant took part. Who was the President who made Grant the General of the Union Army?

Here we find another beautiful, tall, white building. It is Mundelein College, a college for women. It could be called "Chicago's Skyscraper College." Can you tell why? Near-by is another large college. It is Loyola University. The most beautiful building on this campus is the Elizabeth M. Cudahy Memorial Library.

Chicago is just a young city, but it is one of the most beautiful cities in the world. Can you think of other "beauty spots" in Chicago?

SOME THINGS TO DO

1. Make a model of the playground in your neighborhood park. Put in some swings, rings, and ladders.

2. Make a drawing of two people playing tennis. Be sure to have plenty of action in the figures.

3. Using soap, make models of some of our beautiful buildings. For example, try the Field Museum and the Adler Planetarium.

4. Visit the Field Museum. Be ready to tell your class about your visit.

5. Visit the Adler Planetarium. Be ready to tell your class about what you saw there.

6. Visit the Shedd Aquarium. Be ready to tell your class about your visit.

TEST ON HOW WE ENJOY OURSELVES IN CHICAGO

1. Name three ways in which you can have the right kind of fun.

2. What is meant by "leisure" time?

3. We can enjoy ourselves by going to the:

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

4. Name some games that you have learned to play in your school gymnasium.

5. Name five of Chicago's largest parks.

(*a*) _____

(*b*) _____

(*c*) _____

(*d*) _____

(*e*) _____

6. Lincoln Park is famous for its _____ and its _____.

7. What do people go to Garfield Park to see?

(*a*) animals (*b*) birds (*c*) flower shows (*d*) golf courses.

8. In the neighborhood parks there are _____ in which the children can play.

9. Some of the large parks have _____ and _____ for golf and tennis.

10. Name three of the libraries in Chicago.

(*a*) _____

(*b*) _____

(*c*) _____

11. You may keep a book from the public library for _____ weeks. You may renew it for _____ more weeks, if you wish.

12. Who takes care of the forest preserves?

(*a*) state (*b*) nation (*c*) county (*d*) city

13. Name two things which you can see in the Field Museum.

(*a*) _____

(*b*) _____

14. What can you learn about in the Adler Planetarium?

15. Where is the Chicago Civic Opera House?

16. What does the Goodman Memorial Theater try to do?

17. Good citizens should want _____ plays in their theaters.

18. What musical organization has special concerts for school children?

19. What is the "Midway"?

20. Name a fine work of art in Washington Park.

21. Who made the Fountain of Time?

22. What is the name of the beautiful fountain in Grant Park?

23. Name two of Chicago's fine statues. Where are they? Do you know of any other fine statues in Chicago?

24. Tell the name of the sculptor who made the famous statues of Lincoln.

25. Name three universities which you could see in a trip around the city.

(*a*) _____

(*b*) _____

(*c*) _____

UNIT XI: HOW IS CHICAGO GOVERNED?

"Hello, Mother!" said John, as he came home from school. "I had a fine time this afternoon. I'm going to have even a better time tomorrow if you sign this note."

John's mother read the note. It was a note from John's teacher. "Surely, I'll sign this note," said John's mother. "I am glad that your teacher will take you to the City Hall. A visit to the City Hall will help you understand how Chicago is governed. It is very necessary that you learn about the government of Chicago.

"Not many years from now, you will have to help rule Chicago. It will be your duty to vote. Maybe some day you will be chosen to be an alderman or even the mayor. It will be your turn to help rule Chicago. You will need to know much in order to rule wisely. Learn all you can now about how Chicago is governed. Then when you are a voter you will do your part well. You will help make your city even better than it is today.

The following day, all the girls and boys in John's class visited the City Hall. Would you like to know what they saw and heard at the City Hall?

WHAT DO YOU KNOW ABOUT HOW CHICAGO IS GOVERNED?

1. Who is the chief officer in Chicago's government?
2. What is the city council?
3. How are the aldermen elected?
4. What is the work of the city council?
5. What is the work of the mayor?
6. How many aldermen are there in Chicago?
7. Where does the city council meet?

HOW IS CHICAGO GOVERNED?

The girls and boys in John's class were ready to go to the City Hall. Each girl and boy knew some things about the government of Chicago. Here are some of the things that each one knew:

The City Hall is the headquarters or chief place of business of all the departments of the city government. Chicago is a corporation. A corporation has certain rights and duties. Chicago gets its power from the State of Illinois.

Chicago got its first city charter in the year 1837. This charter told Chicago how the new city should be ruled. The girls and boys in John's class knew how the people of Chicago got their first city charter. Four years after Chicago was made a town, the people began to say: "Our town is growing very quickly. It will keep on growing. We could rule ourselves better if we had a city government. A city can do many things that a town cannot do. Let us ask our state, Illinois, to give us a city charter."

The people of the town held meetings. At one of these meetings some of the leaders said: "It would be well for us to write a charter. Surely the people in Chicago know best what Chicago needs. Let us write a charter. After we write one, we can send it to the state government. We can tell the

state government that Chicago wants a charter like this."

A charter was written by a committee of Chicagoans. The committee was made up of a few people who acted for all the people. This charter was read to the people of Chicago at a big meeting. The people talked about the charter. Some of the people thought a few changes should be made. Some changes were made and then the charter was sent to the state government. The state government made a few changes, too. The charter was made a law on March 4, 1837. On that day Chicago became a city.

The story of the first charter of Chicago shows us how interested the early settlers of Chicago were in ruling themselves.

From time to time, as Chicago grew, it was necessary to make changes in the way it was ruled. A big change in the way Chicago was ruled was made in the year 1904. In that year the State of Illinois said that Chicago should not be ruled in the same way as other cities of Illinois. Some laws were passed just for Chicago. This was done because Chicago was so much larger than any other city in Illinois. In the year 1930 almost half of all the people of Illinois were living in Chicago.

People from all parts of the world have come to live in Chicago. Many of these people from far-

CHINATOWN'S CITY HALL

This is a building in which the Chinese people hold meetings of many kinds. Chinatown is a settlement of Chinese people in the neighborhood of Twenty-second Street and Wentworth Avenue.

away lands learn how to live like real Americans. Some learn this in a short time. Others keep on living in the same way they lived in their own countries.

There is a section or place in Chicago that is known as Chinatown. Here many Chinese live. In Chinatown there is a Chinese City Hall, a Chinese temple, and a Chinese school. In another part of Chicago only Japanese live. In another part only Mexicans live. There is a Spanish section, a

THE GHETTO

In the neighborhood of Halsted and Maxwell Streets. The streets and sidewalks are used as a market. Food, clothing, toys, and other things are sold here. Does this look like a busy day?

Greek section, and a Turkish section. There is a Bohemian section, and a Russian section. There are other settlements of foreign people. About forty different languages are spoken in Chicago. Newspapers are printed in at least ten different languages. Sometimes Chicago is spoken of as a great melting pot. Can you think of a reason why Chicago is called a melting pot?

Much work is done to help the foreign people. The Hull House, a world-famous social settlement,

Photograph by Galloway

A Kindergarten Class in Hull House

This famous community house was started by Miss Jane Addams. How does Hull House help the foreigners who live near-by? What is this teacher doing for these little foreign children?

has done much to help them. The Hull House is near many foreign settlements. It does much work to help foreign people to feel more at home in Chicago. It helps them forget their old ways of living and learn to live the kind of lives that are best for them in this country. Thus it helps them to become good American citizens.

The girls and boys in John's class knew all the stories that you have just read. Now they were ready to start for the City Hall.

They came to the City Hall. It was a great big building in the downtown section of the city. The girls and boys walked through the beautiful corridor or hall. Then they took the elevator to the second floor. They walked through the hall to the council chambers. They went to the balcony of the council chambers and there they were given seats. They looked around and saw men and women in the balcony. All were waiting for the meeting to begin.

"Who are these people?" asked Joe.

The teacher answered, "They are people who, like you, came to see what happens at a meeting of the Chicago City Council."

"May anyone visit a council meeting?" asked Ruth.

The teacher said, "Yes, anyone may come. It would be good for Chicago if every citizen would take time, once in a while, to listen to a city council meeting."

"I know my father would like to come. But how can he find out when the city council has a meeting?" asked Mary.

The teacher said, "The city council usually has its regular meetings on Wednesday afternoons at two o'clock. But the council may decide for itself when to meet. If your father wants to listen to a council meeting, he should ask the city clerk or the

CHICAGO CITY HALL—CORRIDOR

alderman of your ward when the next meeting will be held."

It was not yet time for the meeting to begin. So the teacher spoke to her class. Here are some of the things she told her class:

The government of Chicago is divided into three departments. One department makes the laws that help people to live happily together. The members of the city council are the chief workers in this department.

The second department sees that the laws are obeyed by the people. Policemen, firemen, health

officers, and many others are workers in this department.

The third department takes care of many of the troubles of the city's people. The different courts make up this department. Judges, juries, and lawyers are the chief workers in the courts. People who do not obey the laws or do not do what is right are given justice here. People with many kinds of trouble go to the courts for help. These people go to the courts when they cannot settle their troubles by themselves.

Here are some troubles the judges in our courts must settle. There has been an automobile accident. The drivers cannot agree on who was to blame for the accident. The drivers cannot agree as to who should pay for the damage that was done. They go to court. The judge listens to what the drivers and the people who saw the accident have to say. Then the judge or a jury decides who must pay for the damage.

Here is another kind of trouble that must be settled in a court. Mr. Smith says that Mr. Black owes him some money. Mr. Black does not want to pay Mr. Smith, and he says he does not owe any money. So Mr. Smith hires a lawyer and sues Mr. Black for the money. Mr. Smith asks the court or judge to get the money for him from Mr. Black. Mr. Black may hire a lawyer to talk for

COUNCIL CHAMBER

It is in this room that the aldermen of Chicago meet to do the business of the city.

him in court, too. The judge must listen to both sides and decide who is right.

Suppose a thief breaks into your house and the police catch him. You and your parents have to go to court to tell about what happened. You have to help prove that the man the police caught is the thief who broke into your house. If the jury and judge believe he is guilty, the judge may send the man to prison. Can you think of other crimes that bring people into court and often to the jail or the penitentiary?

So you see the court helps us in our troubles with others and it punishes people who have done wrong or who have broken a law. The court must try very hard to be just to anyone who goes to it for help or who is taken to it by the police.

Sometimes a jury helps the judge to settle a problem. A jury is a group of twelve citizens who have been chosen to help decide who is right. The judge, or the judge and the jury, must listen to both sides of the story.

A person who is supposed to have done wrong or is supposed to have broken a law usually hires a lawyer. This lawyer talks for him in the court room. The lawyer tries to prove to the judge and jury that the person whose part he is taking in court is in the right and tries to get this person free. No one wants to go to prison if he can help it. Our judges must be very careful not to send an innocent person to prison.

The Chicago City Council is made up of the mayor and the aldermen. There are fifty aldermen in Chicago. One alderman is elected from each of the fifty wards. Each ward has about the same number of people. Every ten years Chicago changes the boundary lines of the wards if a change is necessary.

An alderman is chosen by the people of his ward. The people of each ward elect an alderman every

REPUBLICAN PRIMARY BALLOT

FOR MAYOR
(Vote for One)

- ☐ WILLIAM HALE THOMPSON
- ☐ JOHN H. LYLE
- ☐ ARTHUR F. ALBERT
- ☐ EUGENE McCAFFREY
- ☐ GEORGE K. SCHMIDT

FOR CITY TREASURER
Vote for One

- ☐ ANDREW J. SCHULTZ
- ☐ JAMES A. KEARNS
- ☐ VINCENT J. CONLEY
- ☐ HENRY SUGAR
- ☐ I. J. BROWN
- ☐ OSCAR M. JOHNSON
- ☐ JOSEPH DeSALVO

FOR CITY CLERK
Vote for One

- ☐ PATRICK SHERIDAN SMITH
- ☐ JACOB LEGION TENNY
- ☐ EDWARD CLAMAGE
- ☐ GEORGE F. HAAS
- ☐ C. THOMAS HANLEY
- ☐ MAX A. SCHROEDER
- ☐ ALBERT O. ANDERSON

FOR ASSOCIATE JUDGE OF THE MUNICIPAL COURT OF CHICAGO
(To fill vacancy caused by the resignation of Judge Joseph Burke)
Vote for One

- ☐ EDWARD B. CASEY

A primary ballot used by the Republican Party in choosing candidates who later took a part in the final election for certain city offices. Other parties, such as the Democratic Party, choose their candidates in the same way.

Issued by the Board of Election Commissioners of the City of Chicago, and ex-officio of the Cities of Chicago Heights and Berwyn, the Town of Cicero and the Villages of Summit and Evergreen Park. Election Tuesday, April 7, 1931.

For use in all precincts in the City of Chicago.

Edmund K. Jarecki,
County Judge.

SPECIMEN CANDIDATE BALLOT

DEMOCRATIC	REPUBLICAN
FOR MAYOR	**FOR MAYOR**
☐ A. J. CERMAK 2348 South Millard Avenue	☐ WILLIAM HALE THOMPSON 3100 Sheridan Road
FOR CITY TREASURER	**FOR CITY TREASURER**
☐ EDWARD J. KAINDL 921 North Sacramento Blvd	☐ JAMES A. KEARNS 1049 West Gerfield Blvd.
FOR CITY CLERK	**FOR CITY CLERK**
☐ PETER J. BRADY 7847 South Carpenter Street	☐ PATRICK SHERIDAN SMITH 1539 East 63rd Street

This ballot was used in the *final* election for the city offices that followed the *primary* elections which were held by the Republican and Democratic parties in 1931. Can you tell who won the Republican primary election and became the Republican candidate for mayor? Which candidate, the Republican or the Democratic, won in the *final* election for mayor of Chicago in 1931?

two years. Anyone who lives in the ward and has the right to vote may become the alderman of that ward if he gets more than half of the votes at the election for alderman. The alderman goes to the council meetings. He speaks for the people of his ward at these meetings. He works with the aldermen of the other wards to help make Chicago a better place in which to live.

The mayor is chosen by the people of the city. He holds his office for four years. The mayor of

Chicago must be a citizen of the United States. He must live in Chicago and he must have the right to vote in Chicago. He must get more than half of the votes at the election for mayor.

What are some of the duties of the Chicago City Council?

1. The city council has the power of saying how much money the city may spend.

2. It plans how much tax each citizen shall pay.

3. It has the power to borrow money for the city if the city has not enough of its own money.

4. It has the power to take care of streets, sidewalks, bridges, parks, and other city property.

5. It has the power to give out licenses and permits.

6. It plans departments that are needed for doing the work of the city.

7. It must see that food is inspected. It must see that only wholesome food is sold to the people.

8. It must see that the life, health, and property of the people of Chicago are protected.

9. It must pass all laws necessary to carry out the powers given to the city by the state laws of Illinois.

What are some of the duties of the mayor of Chicago?

1. The mayor takes charge of the meetings of the city council.

2. He tries to find out what the city needs. He tells the aldermen about these needs.

3. He signs the laws made by the council if he thinks the laws are good laws.

4. He appoints many city officers.

5. He sees that all the city officers do their work well.

While the teacher was talking to her class, many aldermen were coming into the council chambers. They took their regular places at desks. The mayor came in. He sat at a desk on a platform in the front of the room.

At two o'clock the mayor called the meeting to order. The city clerk called the roll of members. He found that there were enough aldermen present to attend to business.

Then the business began. The minutes of the last meeting had been printed. The minutes are a record of what was done at the meeting. Each alderman had a copy. The first thing the aldermen did was to talk about these minutes. One alderman found a mistake. He told what change should be made and moved to correct the minutes. His motion or suggestion was carried. The change in the minutes was made.

The next thing the aldermen did was to listen to reports and messages from the city officers.

The mayor told the aldermen about some work

that needed to be done. The mayor appointed a committee to do the work. One of the aldermen then moved that the council approve the appointments which the mayor had made. The motion was carried.

The city clerk told about the work he had done since the last meeting. He read a telegram and a few letters that had been sent to the city. The city clerk read messages from many departments of the city government. The whole council did not study each problem. That work was divided among committees.

Some of the business of the last meeting had been turned over to committees. Now the aldermen listened to the reports of these committees.

After this was over, the new business was taken up by wards. One alderman asked that certain streets in his ward be paved. Another asked that a "No Parking" sign be put up in a certain place. One alderman asked that a permit be given to a man to build a driveway across the sidewalk in front of his house.

Other kinds of business were taken up after the aldermen finished with the business of their wards. Then the council set a time for its next meeting. After this the council meeting was adjourned or ended. The Chicago City Council meeting was over.

The girls and boys went home. They had seen that it takes much work to rule a city. If you want your city to be a fine place in which to live you must have good officers to rule the city. The mayor and the aldermen must always think of what is best for the city. The alderman in each ward must know what the people in his ward need. He must know what the city needs to be a better place in which to live. A careless alderman will be bad for the ward. A bad mayor will do the city much harm. The citizens of Chicago must elect fine men and women to govern their city.

Would you like to have a city government in your school? Here is the plan that one school in Chicago uses:

The fifth- and sixth-grade rooms make up what is called the "school city." Each room is a ward. Each row in the room is a precinct. A precinct is a small part of a ward. Each room elects two aldermen, one girl and one boy. There are six rooms or wards in this "school city." How many aldermen will there be in this "school city" council? Yes, there will be twelve aldermen. In this way a girl and a boy from each ward have a chance to belong to the "school city" council. Of course you remember that the Chicago City Council has only one alderman from each ward.

A mayor is elected in this "school city." Each

half year, in September and February, a mayor is elected to be the chief officer.

Let us see how this mayor is elected. During the third week of the term, petitions for nomination are signed. Any girl or boy who wants to be mayor may get petition papers from the teacher. The petition looks something like the one on the following page. Your teacher will explain this petition to you.

The girl or boy who is running for office may have his friends help to get signatures on the petition. No citizen may sign more than one petition for the office of mayor. Any girl or boy who wants to run for mayor must have at least twenty-five citizens of the "school city" sign the petition and must get the signatures of all his teachers. All petitions for the nomination must be given to the history teacher not later than Wednesday of the fourth week of the term. All the girls and boys who have enough signatures on their petitions are candidates for the office of mayor.

On the next day, Thursday of the fourth week, campaign speeches are made in the assembly hall. The young people from the fifth and sixth grades go to the assembly. All the candidates for the office of mayor make speeches. They tell the citizens of the "school city" why they think they would be good mayors. Sometimes friends of the

PETITION FOR NOMINATION

We, the undersigned, duly qualified voters of SCHOOL CITY, in our own proper persons, and in accordance with the law relating thereto, make the following nomination of a candidate for the office of _____ of SCHOOL CITY, to be voted for at the election of City Officers to be held on the _____ day of _____ A. D. 19__, viz:

_____
(Name of Candidate)

who lives in Ward No. _____ of SCHOOL CITY, for the office of:

_____
(Office for which nomination is made)

	NAME	WARD		NAME	WARD
1			11		
2			12		
3			13		
4			14		
5			15		
6			16		
7			17		
8			18		
9			19		
10			20		

I, _____ on my honor say that I am a citizen of SCHOOL CITY and reside in Ward No. _____, and I do hereby certify that the signatures on this sheet were signed in my presence and are the genuine signatures of the persons whose names are signed thereon; that to the best of my knowledge and belief the persons who so signed this sheet were at the time of signing the same qualified voters.

_____
(Signature of the person circulating this petition)

candidates make speeches to help them. These meetings are held so that all the citizens of the "school city" can learn to know the girls and boys who are running for office. They should know something about each one of the candidates. Then each citizen can vote for the candidate he thinks is best fitted for the office. The primary election takes place on the day after the campaign speeches are held. The names of all the candidates are on the primary election ballot. In the primary election the two candidates who get the highest and next highest number of votes are chosen to run against each other in the final election.

The city clerk and the judge of the municipal court are other important city officers. You will hear more about them later. They are elected in the same way that the mayor is elected. They are elected on the same day that the mayor is elected.

On the next page is a primary election ballot that was used in a Chicago school.

The candidate for mayor who receives the highest number of votes and the candidate who receives the next highest number of votes in the primary election are nominated for the office of mayor. The candidates for the other offices are nominated in the same way.

On the next school day, the candidates who won in the primary election have another chance to

SCHOOL CITY PRIMARY ELECTION

February, 1932

To vote for a candidate on this ballot make a cross (X) mark in the square at the left of his or her name.

FOR MAYOR
(Vote for one)

☐ Alfred Levin
☐ Mabelle Schwartz
☐ Albert Waldman

FOR CITY CLERK
(Vote for one)

☐ Daniel Freeman
☐ Miriam Krasnich
☐ Phyllis Madison
☐ Paul Schonberg
☐ Ruth Shapiro
☐ Shirley Winett

FOR JUDGE OF THE MUNICIPAL COURT
(Vote for one)

☐ Charles Barcal
☐ George Bobich
☐ Seymour Diamond
☐ Raymond Simmons
☐ Bobby Sutker

---

make campaign speeches. These speeches are made before all the fifth- and sixth-grade girls and boys. Sometimes the candidates or their friends put up posters or signs to remind the citizens to think about the candidates. The final election is on the day after the speeches are made.

The ballot below was used at a final election in one "school city."

SCHOOL CITY FINAL ELECTION

February, 1932

To vote for a candidate on this ballot make a cross (X) mark in the square at the left of his or her name.

FOR MAYOR
(Vote for one)
☐ Albert Levine
☐ Albert Waldman

FOR CITY CLERK
(Vote for one)
☐ Miriam Krasnich
☐ Paul Schonberg

FOR JUDGE OF THE MUNICIPAL COURT
(Vote for one)
☐ Charles Barcal
☐ George Bobich

In the final election, the candidate who gets the highest number of votes for the office is elected.

The city clerk, who is elected in the same way and on the same day as the mayor, is an important officer of the "school city." The city clerk must go to all the council meetings. It is the duty of the clerk to write the minutes of the council meetings. It is his duty, too, to take care of the charter and

all the other papers belonging to the "school city." He takes care of all letters and of all the "school city" laws that are passed by its council. He sees to it that the mayor signs these laws and he stamps the "school city" seal on all the laws.

The judge is elected in the same way and on the same day that the mayor and the city clerk are elected. He, too, has important work to do. He takes care of all the elections in the "school city." He chooses two citizens from each ward to help him with his work at the time of the election. They see to it that the elections are carried on in a fair way. Sometimes a citizen of the "school city" does not obey its laws. This citizen may be arrested by the police boys and brought before the judge.

There are lawyers in this "school city." Any girl or boy who can pass the bar examination may be a lawyer. Here is a copy of the examination.

SCHOOL CITY BAR EXAMINATION

QUALIFICATIONS

You may take this examination if you can answer "Yes" to the following questions:

1. Are you in fifth or sixth grade? _____.
2. Did you have "G" or better in deportment on your last report card? _____.
3. Did you have "A" or better in all your subjects on your last report card? _____.

NOTE

The School City Bar Examination consists of two parts:

(*a*) A WRITTEN EXAMINATION. The written examination consists of the questions on this paper. When finished, the written examination should be given to your history teacher. You may get help from your friends and from books.

(*b*) AN ORAL EXAMINATION. This will be given to all those who pass the written examination. The oral examination will be given by the principal or by a teacher appointed by him to take his place.

I. REASONS FOR THIS EXAMINATION

1. Why are the fifth and sixth grades of our school organized like a city?
2. Why do you want to be a lawyer?
3. What makes you think that you would be a good lawyer?

II. GOOD CITIZENSHIP

1. Fill in the blanks:

(*a*) A good school citizen _____ his lessons.

(*b*) A good school citizen is _____ late and is _____ absent except when necessary.

(*c*) A good school citizen is never _____ in the school building.

(*d*) A good school citizen always does his _____ work.

(*e*) A good citizen always *h*_____ and never *h*_____.

2. Write *good* before each of the statements below that tell about good school citizenship:

_____ Helping to keep the school neat and clean
_____ Scattering papers on the playground
_____ Allowing others to scatter papers on the playground
_____ Writing on the building or on the sidewalks
_____ Helping to keep school furniture free from scratches

3. Write *good* before each of the words below that describe a good citizen:

_____ courteous	_____ prompt	_____ honest
_____ selfish	_____ clean	_____ respectful
_____ considerate	_____ tricky	

4. Write the School City pledge.

III. How an Officer Should Act

An officer of School City, or any city, should have the following good qualities:

1. He should always think of the rights and the wishes of not only his friends, but of all the citizens of the city.

2. He should know how to take care of meetings and other business in an orderly manner.

Write as many more good qualities as you can think of that an officer should have.

IV. City Government

Draw a line under the word that completes the statement correctly:

1. City governments operate under a document that is called—an ordinance—a charter—a constitution—a bill of rights

2. The law-making body of a city is usually known as—the council—the legislature—the board of directors

3. The chief executive officer of most cities is known as—the judge—the mayor—the president—the chief of police

4. Tell about all the steps taken in the election of the mayor of School City.

5. In what ward of Chicago is your home?

6. Who represents this ward at the Chicago city council?

7. Who is the mayor of Chicago?

8. Who is the chief of police of Chicago?

9. Who is the health commissioner of Chicago?

V. The Courtroom

1. Make a sketch showing how you would arrange things in the assembly hall to make it look like a courtroom. Show where you would place:

(*a*) the judge
(*b*) the clerk of the court
(*c*) the witness stand
(*d*) the plaintiff
(*e*) the defendant
(*f*) the plaintiff's attorney
(*g*) the defendant's attorney
(*h*) the audience
(*i*) the bailiff
(*j*) newspaper reporters

2. What is the duty of the judge?

3. What is the duty of the witness?

4. What is the duty of the clerk of the court?
5. What is the duty of the bailiff?
6. Underscore the word in the group on the right which best explains the word on the left:

(*a*) convicted	(guilty, forgiven, hopeless)
(*b*) acquitted	(hanged, innocent, imprisoned)
(*c*) pardoned	(forgiven, sentenced, postponed)
(*d*) bail	(game, innocent, security)
(*e*) ordinance	(court, building, law)

7. Write a sentence which will show that you understand the meaning of each of the following words:

(*a*) statute	(*c*) indictment	(*e*) probation
(*b*) ordinance	(*d*) conviction	(*f*) misdemeanor

VI. Cases

1. What would you do if a boy or girl were accused of stealing a block of paper, and the accused person chose you to be his lawyer?
2. What would you do if you were chosen to be the lawyer for a boy who broke a window?

The girls and boys who pass this examination are made lawyers. Soon after the judge is elected he appoints a girl or boy lawyer to be the prosecuting attorney for the "school city." This prosecuting attorney always argues for the "school city" against the girl or boy citizen who is supposed to have disobeyed some law of the city.

The girl or boy who is accused, or blamed for something, may choose for himself any lawyer in the "school city." This lawyer defends the girl or boy citizen who is accused of doing something wrong.

There are other officers in this "school city."

It is the duty of the city council to plan any departments that are needed for doing the work of the city. Each department needs a chief officer. This "school city" has a health department, a police department, and a fire department. The mayor appoints a chief officer for each department. The chief officer of the health department is called the health commissioner. The chief officer of the police department is called the police commissioner. The chief officer of the fire department is called the fire commissioner. Each commissioner may choose as many helpers as he needs to help him do his work well.

Each ward, too, has some officers. Each ward in this "school city" has a girl and a boy alderman. Each ward has a chairman and a secretary.

The alderman represents his ward at the "school city" council meeting. The chairman takes charge of all ward meetings. Do you remember what the city clerk does for the "school city"? The secretary of the ward does for the ward what the city clerk does for the city. The secretary writes the minutes of the ward meetings and takes care of all the business papers of the ward.

All the ward officers are nominated and elected by the citizens of their own wards. They also have petitions and campaign speeches in their own wards. The candidates for offices in the ward

need only ten signatures on their petitions. The signers of the petitions must be citizens in the wards of the candidates. They also have a primary election and a final election. They are nominated and elected in the same way that the city officers are. There is only one difference. They are nominated and elected, not by all the citizens but only by the citizens of their own ward.

Besides the officers talked about above, each ward of the "school city" has six precinct captains. There is one precinct captain in each precinct. The precinct captain is chosen by the girls and boys in the precinct. The precinct captain is the leader of the precinct. You will remember that each row in a room or ward is a precinct.

Here is the story of a council meeting of one of the "school cities" in Chicago. It shows how a "school city" council meeting can be held. This "school city" has a council meeting on the fourth Thursday of every month.

MAYOR: The meeting will come to order. (The mayor strikes the desk once with the gavel. Then he turns to the city clerk.) The clerk will please call the roll.

CITY CLERK: (The clerk calls the roll.)

Ward	Ward	Ward
305 Joseph Sachsel	302 Marvin Fript	300 Ira Lipschutz
305 Harriet Jaffe	302 Kathlyn Krogh	300 Shirley Grinker
301 Leon Sidell	304 Alfred Levin	306 Joel Steiner
301 Mildred Kreisel	304 Bernice Krohn	306 Ruth Shapiro

MEMBERS OF THE CITY COUNCIL: (Each one answers "Present" when his name is called.)

MAYOR: The clerk will read the minutes of the last meeting.

CITY CLERK: (The clerk has the minutes in a notebook. He reads as follows:)

The last meeting of the School City Council was held in the school library on Thursday morning, November 19, 1931. The mayor took charge of the meeting. The minutes of the last meeting were read and approved.

The School newspaper committee reported through Alderman Fript that 150 papers had been sold. Ward 300 bought the greatest number of newspapers. $7.50 was earned by selling newspapers. This money was put into the School Children's Aid Society fund.

The second item of business was a question about certain duties of police boys. This question was brought up by Police Commissioner Albert Waldman. It was decided that a committee on safety would be appointed at the following meeting.

The third item of business was brought up by Health Commissioner Miriam Krasnich. She suggested that a committee be appointed to work out a regular health program. It was decided that such a committee would be appointed at the next meeting.

The fourth item of business was brought up by Fire Commissioner Hermann Spielman. He asked that something be done to speed up the fire drills. He also asked that the assistant fire marshals from each floor have some special way of signaling to the fire marshal that all rooms on his floor are clear. The mayor said he would appoint a committee to study these problems.

The meeting was adjourned at 11:55 A.M.

(SIGNED) *Dorothy Wollner,*
CITY CLERK.

MAYOR: You have heard the reading of the minutes of the last meeting. (Pause.) If there are no additions or corrections, the minutes will stand approved as read.

We will now hear from the Chairman of the Welfare Committee.

CHAIRMAN OF THE WELFARE COMMITTEE: The final collection of money for the School Children's Aid Society was made on Tuesday, November 24, 1931. Altogether $92.05 was collected. This in-

cluded the $7.50 that the newspaper fund donated. A check for $92.05 was mailed to Mr. Bogan, Superintendent of Schools, on Wednesday, November 25, 1931.

MAYOR: Thank you, Mr. Chairman, for your report. The sum of money collected shows the spirit of the citizens of School City.

At our last meeting it was decided that three committees would be appointed today. I hereby appoint a committee on safety:

Police Commissioner Albert Waldman, Chairman,
Alderman Sachsel, Alderman Shapiro.

I hereby appoint a committee on sanitation:

Health Commissioner Miriam Krasnich, Chairman,
Alderman Grinker, Alderman Sidell.

I hereby appoint a committee on fire drills:

Fire Commissioner Herman Spielman, Chairman,
Alderman Fript, Alderman Krohn.

I would suggest that these committees meet as often as necessary before the next council meeting, and prepare reports to show what they think can be done to improve our city.

Is there any old business?

(Silence.)

Is there any new business?

ALDERMAN: Honorable Mayor.

MAYOR: Alderman Sachsel.

ALDERMAN: The teachers have been having trouble with some children who bring candy into the school building. The children often carry the candy into the classroom and eat it during school time. They may be buying this candy with money that was given them to buy milk. Eating candy in the morning is often the cause of children not wanting to eat their lunch at noon time. I think something should be done to prevent the children from buying candy before school in the morning or at recess. I move that a committee be appointed to look into this matter.

MAYOR: Is there a second to Alderman Sachsel's motion?

ALDERMAN: I second the motion.

MAYOR: It has been moved and seconded that a committee be appointed to take up this candy problem. Is there any discussion?

ALDERMAN: Honorable Mayor.

MAYOR: Alderman Shapiro.

ALDERMAN: I think there is no harm in a child's eating candy, or buying it when he wants to. I think it is all right to stop him from eating it during class periods if you wish, but if the child enjoys candy and has the money to buy it, I don't think anybody on the school grounds should have the right to stop him. The majority of the children couldn't possibly be using milk money for the candy they buy. Most of the children have only two or three cents to spend for candy. Milk is five cents.

MAYOR: Is there any further discussion?

ALDERMAN: Honorable Mayor.

MAYOR: Alderman Kriesel.

ALDERMAN: I agree with Alderman Sachsel that children should not be allowed to have candy in the school building. Eating between meals is a bad habit. Hands that have held on to banisters, desks, books, and other things are put on the candy without being washed. Eating candy in this way is unsanitary. Mr. and Mrs. Germ walk off the hands onto the candy and down Johnnie's throat. I don't think the children would want to eat candy when their hands are not clean if they only knew about all the germs they were getting with the candy. You know the candy itself can't be clean after it has been carried around for a long time. I think the children should be taught to see how unsanitary this way of eating candy is.

MAYOR: Is there any further discussion? (Pause.)

Are you ready for the question?

ALDERMAN: Question.

MAYOR: It has been moved and seconded that a committee be appointed by the mayor to study this candy problem and report at our next meeting. All in favor of the motion will raise the right hand. (Pause.)

All those opposed, use the same sign. (Pause.)

The motion is carried.

I hereby appoint a committee of three: Alderman Fript, Chairman; Alderman Jaffe, and Alderman Lipschutz, to study this problem and report at our next meeting.

Is there any further business to come before the council at this time? (Pause.) If not, a motion to adjourn is in order.

ALDERMAN: I move that the meeting be adjourned.

ALDERMAN: I second the motion.

MAYOR: All in favor of the motion to adjourn will raise the right hand. (Pause.)

All those opposed, use the same sign.

The meeting is adjourned.

SOME THINGS TO DO

1. Make a map of Chicago. Show the fifty wards. Show where you live.

2. Find newspaper clippings that tell about work the Chicago City Council is doing.

3. Go to the City Hall. Listen to a Chicago City Council meeting. Be ready to tell your class what you saw and heard.

4. Try to get pictures of some Chicago government officials. Paste these pictures in your notebook. Under each picture write a sentence that tells about the work which the official does.

5. Plan a "school city" government for your school. Ask your teacher to let you have a "city government" in your school.

6. Ask your teacher to read to you a part of the Chicago charter of 1837. Write a charter for your "school city." Show it to your teacher. If you write a good charter, she may let your "school city" be governed according to it.

TEST ON HOW CHICAGO IS GOVERNED

1. What is a charter?

2. In what year did Chicago get its first city charter?

3. How many aldermen are in the Chicago City Council at the present time?

4. Who chooses the aldermen?

5. Who chooses the mayor?

6. How does the city get money for paving streets, taking care of parks, etc.?

7. Who is the mayor of Chicago at the present time?

8. Who is the alderman of your ward at the present time?

9. The kind of government which Chicago has is a fine kind of government for a large city like Chicago. Why do you think so?

10. Write a paragraph telling how your father and mother can help get good government for Chicago.

UNIT XII: WHAT CAN A GIRL OR BOY DO TO HELP CHICAGO?

As we look over the history of Chicago, we see people with very fine characters.

We see Marquette and Joliet. How full of courage they must have been! They were not afraid to come to lands where no white men had ever been. The Indians loved Marquette and Joliet because Marquette and Joliet were always courteous and helpful.

We see La Salle, who was called "the man with the iron will." He teaches us always to finish the work we begin. La Salle teaches us the lesson found in this rhyme:

"All that you do
Do with your might.
Things done by halves
Are never done right."

Look at a picture of the Kinzie home. See the neat fence around the garden. See the poplar trees set in a straight row. The Kinzies must have been neat and orderly people. They must have worked hard to make their house and yard neat and clean.

Do you remember the story of Black Partridge? Black Partridge was an Indian who was friendly to the white people. The white people gave Black Partridge a medal as a sign of peace and friendship. On the day before the Fort Dearborn Massacre, Black Partridge rushed into Fort Dearborn and cried, "Captain Heald, take back this medal of friendship which the white people gave me. The young Indians of my tribe are planning to kill you. I cannot stop them. Take back this medal. I cannot wear a medal of peace and friendship while my people make me act as an enemy to you." How truthful Black Partridge was! We must also admire Black Partridge for his sportsmanship. He was trying hard to be fair with the white people.

Mark Beaubien did much hard work but he was one of the most cheerful men in early Chicago. Mark Beaubien's life teaches us that we should try always to work with a smile. If you smile while you work, you will be happy and you will make the people around you happy.

We go on with the story of our city. We see that in the early days of Chicago, some laws were made. At first there were no police, and later there were only a few police, to see that the people obeyed the laws. Most of the people did respect and obey the laws. They did this not because they

were afraid of being punished, but because they wanted to help make Chicago a fine place in which to live. We like these people for their helpfulness.

Chicago was getting along very well, when in 1871 a terrible fire swept over the city. The fire destroyed much property. Many people were homeless and penniless after the fire. But do you think these people gave up hope? No. While the ruins of the city were still smoking, one man put up a hut. He used this hut as an office for a while. On the hut he put this sign: "*All gone but wife, children, and energy.*" This was the way most Chicagoans felt. They started at once to rebuild the city. We like these people of 1871 for their sportsmanship and willingness to work.

Many of Chicago's beautiful museums and libraries were gifts to Chicago. Can you name some of these big gifts from Chicago's wealthy and generous citizens? We like these generous citizens for their unselfishness. We admire them for giving all of us a part of their wealth.

There are many other people in Chicago's history who had very strong characters and worked hard to make Chicago the great city it is today.

The girls and boys of today should try to develop strong characters so that they will help to make Chicago even greater, better, and more beautiful than it is today.

DO YOU KNOW WHAT MAKES GIRLS AND BOYS GOOD CITIZENS?

1. How can you be a good citizen? Must you wait until you are twenty-one years old?

2. Who owns your school?

3. Why should you make good use of your time in school?

4. How can a girl or boy be helpful at home?

5. What are some of the things that people should do if they want their neighborhood to be a good neighborhood?

6. What besides a good location must a neighborhood have to make it a pleasant place in which to live?

7. What can a girl or boy do to help keep the buildings, parks, and streets clean?

8. Are you a helper in your neighborhood? How do you help?

9. What can you do to make your city better?

WHAT CAN A GIRL OR BOY DO TO HELP CHICAGO?

Every girl or boy in the United States has a chance to get an education. The people of America spend much money to keep up schools. But the people feel that this money is spent well. They feel that good schools make good citizens. They feel that good citizens make a good nation.

What do girls and boys learn in school? Girls and boys learn how to be healthy, happy, and useful citizens. Good health is the greatest thing in the world. Eating the right kinds of food, getting the right amount of rest, and being clean, do much to keep a girl or boy healthy.

Girls and boys are taught reading, writing, arithmetic, and many other things. They are taught many things that will help them, when they grow up, to earn an honest living. The girls and boys learn many lessons in truthfulness, cleanliness, courtesy, helpfulness, obedience, respect, sportsmanship, and self-control. Girls and boys are also taught how to use their free time in a good way.

The people try hard to help girls and boys. They pay to keep up fine schools. All girls and boys should try to be good citizens. They owe this to their country. They owe this to the people who are doing so much for them.

How can a girl or boy be a good citizen in school? Every good citizen must learn to be truthful, clean, courteous, helpful, obedient, and respectful. He must learn how to control himself. He must learn how to be a good sport. A girl or boy learns these things if he practices them every day. He can practice these things while he works and plays with his schoolmates.

A girl or boy will be a good citizen in school if he makes this promise every morning and keeps the promise all day:

I pledge:
To be neat and clean.
To get to school on time.
To have my work ready on time.
To be courteous and kind.
To remember at all times this slogan:
"All to help and none to hinder."

Here are some stories about some girls and boys in school. Try to answer the questions after the stories.

1. Frank likes to draw. Frank draws pictures on the fence of the school yard.

Is Frank a good citizen? Why do you think so?

2. Mary eats her lunch in the classroom. When she finishes eating, Mary is very careful to clean

her desk. She puts her lunch paper and orange and banana peels in the waste basket.

Is Mary a good citizen? Why do you think so?

3. It was raining. John wrapped his books in paper. His books did not get wet on the way to school. When he came to the school door he said, "I do not need this paper any more. My books are nice and dry." So John dropped the paper on the sidewalk. Then he went into the school.

Is John a good citizen? Why do you think so?

4. Molly and a friend went to get a drink of water at the playground. Molly said to her friend, "You may drink first." Molly had a drink, too. Then Molly and her friend went to play.

Was Molly polite?

5. Here are some sentences. Copy all the sentences that tell what a polite child would do if a new pupil came to his classroom.

(*a*) Stay away from the new pupil.

(*b*) Be nice to the new pupil.

(*c*) Tell the new pupil he cannot play with him.

(*d*) Ask his friends to let the new pupil play.

(*e*) Let the new pupil watch him play.

(*f*) Laugh at the new pupil if he cannot find his way home.

(*g*) Help him find his way home.

(*h*) Show the new pupil how to play the game the other children are playing.

(*i*) Tell the new pupil the things a pupil should know about his school.

(*j*) Make fun of the new pupil.

6. The school fire bell rang. Was it a real fire this time? Nobody knew. While the class was marching out of the school, Bob kept on pushing the boys ahead of him. Bob wanted his class to get out in a hurry.

Did Bob act like a good citizen? Why do you think so? What should you do when the bell rings for a fire drill?

7. Mary found a pencil in the dressing room. Mary gave the pencil to her teacher. She told her teacher where she found it.

Was Mary a good citizen? Why?

8. Here are some sentences. Copy all the sentences that tell about a good sport.

(*a*) When he plays a game he obeys the rules.

(*b*) If he is losing he does not obey the rules.

(c) If he does not win he becomes angry.

(*d*) He has fun in a game even when he loses.

(*e*) He will not break a rule to win the game.

(*f*) He breaks a rule in the game only when no one sees him.

How can a girl or boy make his home just a little brighter and happier? A girl or boy is not a good citizen if he is not a cheerful helper at home. Girls and boys, be satisfied with the things

you have! Be satisfied, even if you do not have all the things you would like to have. Do you remember how little the first settlers of Chicago had to make their homes comfortable? Think of the many things in your home today that people did not have one hundred years ago. How happy and satisfied you should be!

Here are some stories about girls and boys. Some of the girls and boys in the stories try hard to make their homes brighter and happier. But some of the girls and boys are not helpful. Try to answer the questions after the stories.

1. Grace comes right home from school every day. She puts on her old dress before she goes out to play. When she comes into the house she washes her face and hands. Then she puts on a clean dress before she has dinner. Grace's father likes to see her nice and clean at the dinner table. Mother never has to tell Grace about being clean.

How can you tell that Grace is a good citizen?

2. John often helps his mother. Every Saturday John gets up early. He cleans his own room. He sees that all his clothes are hung up. When he finishes the work in his own room, he cleans the front yard and the back yard. He rakes the leaves off the grass. He sweeps the sidewalk.

Often Mother sends John to the store. But before he goes, he washes his hands and his face.

He always cleans the wash bowl and hangs up the towel before he leaves the bathroom.

When he finishes his work, he goes out to play. John is happy because he helps his mother.

Make a list of some of the things that you can do for your mother.

3. May's grandmother is very old. She lives at May's house. May is very kind and helpful to her grandmother. May finds her grandmother's glasses and does other things for her. Grandmother does not hear well. Often May has to say things over three or four times. But she never gets angry.

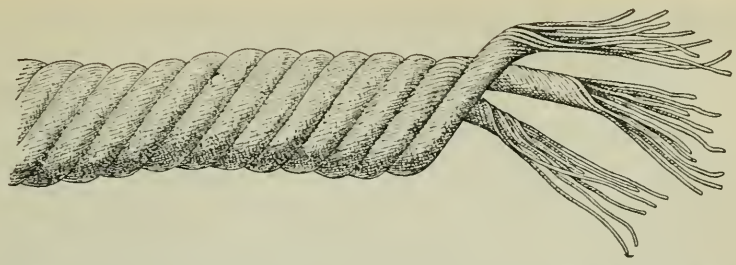
May is a good citizen. Can you tell why?

4. Frank's father made a big, strong swing for Frank. The swing was in the back yard. In the summer time Frank let his friends have turns on the swing if they gave him candy.

Was Frank a good sport? Why? What would you have done if you had been Frank?

How can a girl or boy make his neighborhood better? As we look at a rope, we see that it is made up of many thin strings. Each little string in the rope is weak by itself. But when many little strings are twisted together they make a strong rope. If each little string is good, then the big rope is very strong.

Your neighborhood is like a rope. Every person



Your neighborhood is like a rope. Can you tell why? How can the people in the neighborhood help make their neighborhood a fine place in which to live?

in the neighborhood is like the little string that is a part of the big rope. All the people in a neighborhood must work together. Each one must help all the rest. If every person in a neighborhood is kind and helpful, the neighborhood will get along very well. If all the people in the neighborhood work happily together, they can make it a very pleasant place in which to live.

Imagine that half of the little strings in the big rope are broken, but the other half of the little strings are good. The rope will not be very strong. Careless people in your neighborhood not only harm themselves but they harm all the people of the neighborhood. Everything you do either helps you and your neighborhood to succeed or it keeps both you and your neighborhood from succeeding. Are you helping or are you hindering?

Here are stories about some people. Some of these people tried hard to make their neighborhood a pleasant place in which to live. Some of the

How are these children helping in their neighborhood?

people were careless and selfish. Try to answer the questions after the stories.

1. It was winter. The weather was cold. Mr. Brown was walking home from work. He was walking in front of Mr. Smith's house. He slipped and fell on the icy sidewalk. He hurt his leg very much. He was lame for many months. If ashes had been put on the slippery sidewalk, Mr. Brown would not have been hurt.

Who was to blame for this accident?

Was Mr. Smith a good citizen?

Have any accidents happened in your neighborhood because people were careless?

What should you do if you see a banana skin or an orange peel on the sidewalk? Why?

2. Ray had a whistle. He blew his whistle very loud, to frighten the girls in front of him.

Was Ray polite?

3. Tom and Frank were flying their kites in the park. The kites caught in some bushes. When the boys found the kites, they were all torn. The boys started to go away and leave the torn kites in the bushes. Then they remembered that they must not leave paper and sticks around in the park. They took the torn kites home with them. They could use the old sticks to make new kites.

Tom and Frank are good citizens. Why?

4. George had a new bicycle. He rode his bicycle on the sidewalk. He frightened people by almost bumping into them. Then he laughed.

Was George a good citizen? Why?

5. James was playing with his wagon on the sidewalk.. Two ladies were coming. When they came near, he pulled his wagon off the sidewalk.

Was James a good citizen? Why?

6. John said, "The people in a neighborhood make the neighborhood good looking or bad looking. If each family keeps its own house and yard neat and clean, the whole neighborhood will be neat and clean. I am going to see to it that the yard around my home is always clean." Now John's yard is always clean.

Is John a good citizen? Why do you think so?

How can a girl or boy make his city better? Girls and boys who want to make their city even better than it is today should do all their work at school as well as they can. They should try at all times to make their mothers, fathers, sisters, and brothers happy. Girls and boys who want to help their city should keep healthy. They should remember that cleanliness and health go hand in hand.

Girls and boys should try to develop strong characters. They should always do something worthwhile in their free time.

Girls and boys should learn how their city is governed. Then when their turn comes to help rule they will do their work well.

Do you remember how hard the early settlers had to work to drain the swamps, to lay the sewers, and to get pure drinking water? Today we have well-paved streets, a good sewerage system, and plenty of pure, clear water in every home. How clean our city should be today!

Here are some stories about girls and boys. Some of the girls and boys in the stories try hard to help their city. But some of the girls and boys are not good citizens. Try to answer the questions after the stories.

1. John's father asked John to clean the sidewalk. John got a broom and swept the sidewalk

CLEANING UP

Do not wait for "clean-up week." Keep the back yard and alley at your home clean at all times.

clean. When he came into the house his father asked him what he had done with the paper and dirt. John said, "I swept everything off the sidewalk. The wind blew the dirt and paper down the street."

If you had been John, what would you have done? Why would you have done it?

2. Frank carried the bones, fruit peels, and other garbage down to the garbage can in the alley. He did this every day after supper. Frank always made sure that no garbage fell in the alley. He always put the cover back on the garbage can. He did not want any flies around the house.

Was Frank a good citizen? Why?

3. Mary got a very low mark on an arithmetic test. Mary's teacher said, "Take this paper home. Show it to your father. Ask him to let me know what he thinks about it."

Mary took the paper. When she got about a block away from school, she tore the paper into tiny scraps and dropped the scraps on the sidewalk.

Tell why you think Mary is not a good citizen.

4. Rose knows how to save. She never wastes anything. She takes good care of her clothes. She takes good care of her toys and books and pencils. She does not waste paper. She does not waste time, either. She is quick in her work. She tries to do her work right the first time she does it. At the dinner table, Rose never asks for more than she can eat. When Rose washes her face and hands, she does not leave the soap lying in the water. Rose takes good care of her teeth. She keeps them very clean. She brushes them every morning and every night. When Rose gets money from anyone she never spends all of it. She puts some of it in her bank every time.

All good citizens know how to save. How does Rose save? How can you save?

Here are some stories about girls and boys. Write the names of the girls and boys who are good citizens.

1. John draws pictures while his class is having numbers.
2. Fred plays ball in the street.
3. Mary always obeys the police boys.
4. Ruth buys candy with the money that her mother gives her for milk.
5. Alice likes to help old people.
6. Jane helps her mother whenever she can.
7. Pat never washes his hands before he goes to the table for his meals.
8. Helen often quarrels with her little sister.
9. Paul never does his homework.
10. Jim does not button his coat on a cold day.
11. Tom sleeps at least eight hours every night.
12. Sometimes Mike does not tell the truth.
13. Grace often sews when she has free time.
14. Edward sits around and does nothing when he has free time.

SOME THINGS TO DO

1. Here are rhymes about good citizenship:

(*a*) Come when you're called,
Do what you're told;
Then you'll be happy
And mother won't scold.

(*b*) I'll help you and you'll help me.
Full of joy our home will be.

Memorize these rhymes. Give each rhyme a title or name. Try to write other rhymes about good citizenship.

2. Here are some rules for a fire drill:

(*a*) Walk fast but never run.

(*b*) Look where you go.

(*c*) Never push anyone.

(*d*) Be very quiet.

Do you know any other rules for fire drills? Add them to this list.

3. Make a list of ways in which you can help a new girl or boy in your school.

4. Tell some things that you and the people near your home can do to make the neighborhood better.

5. Start an anti-fly club. Ask your science teacher about ways to get rid of flies.

TEST ON HOW GIRLS AND BOYS CAN HELP CHICAGO

1. Compare the first schools in Chicago with your school. In what ways is your school better? Why should you learn to be even more useful than the citizens of early Chicago?

2. Why is it not good for girls and boys to leave school when they are very young?

3. Why have laws been made to keep girls and boys in school?

4. Why are people willing to pay much money for girls and boys to go to good schools?

5. How does your school teach you to be a good citizen?

6. How does your school teach you to make the best use of your free time?

7. How can a girl or boy show that he is thankful for all that is being done for him at school?

8. Name five things that a girl or boy can do to help make his school a good school.

9. What is needed to make a home a good home? Must the house cost much money?

10. Tell what this sentence means:

"Good homes help to make a good neighborhood."

11. How can a school help the neighborhood?

12. What can you do to help protect the health of the people in your neighborhood?

13. Name five things that a girl or boy can do to help make his neighborhood good looking.

14. Why is it bad to leave dirty and oily rags lying around in the basement?

15. What happens to many old people who did not save during their early life? Who takes care of them?

16. Why should girls and boys learn something about the government of their city?

Photograph by Galloway

THE WORLD'S COLUMBIAN EXPOSITION OF 1893

The building at the left is the Machinery Building; the one at the right is the Administration Building. Some people are riding in a gondola on the lagoon. Do you know in what cities gondolas are used today?

UNIT XIII: THE CHICAGO CELEBRATION IN 1933

"Greetings, girls and boys! This is station U-N-I-T XIII broadcasting, located on A Century of Progress Exposition grounds in Chicago. In a few minutes the exposition will be formally opened. While I am waiting, I shall tell you something about the World's Fair that was held in Chicago in 1893. I shall also tell you a little about this Century of Progress Exposition which will begin in a few minutes.

"Chicago celebration in 1893. A good many years ago, back in 1893, Chicago had a big celebration. This celebration was called the World's Columbian Exposition. It celebrated the discovery of America by Columbus in 1492, four hundred one years before. The exposition was to have been held in 1892, but the buildings and exhibits were not quite ready. So it was held the next year, 1893. It was held in Jackson Park and along the Midway on the far south side of Chicago. It lasted about six months. Thousands of people came to it. People came from all parts of the world to see the exposition. It was the

COPIES OF COLUMBUS' SHIPS

They were sent by Spain to the World's Columbian Exposition. The ships were built at Barcelona, Spain, and were towed across the Atlantic Ocean. Before going to Chicago, the ships were shown in New York for a time. They were then brought to Chicago by way of the Great Lakes. They began their journey in April and arrived in Chicago in July, 1893. The *Santa Maria* was about 71 feet long. What makes these ships go? Which ship was Columbus' flagship?

grandest exposition that the world had ever seen. There were exhibits from nearly every country in the world. But the World's Fair of 1893 is history now. We are interested in the fair of 1933. This exposition which you will hear broadcast, celebrates Chicago's one-hundredth birthday.

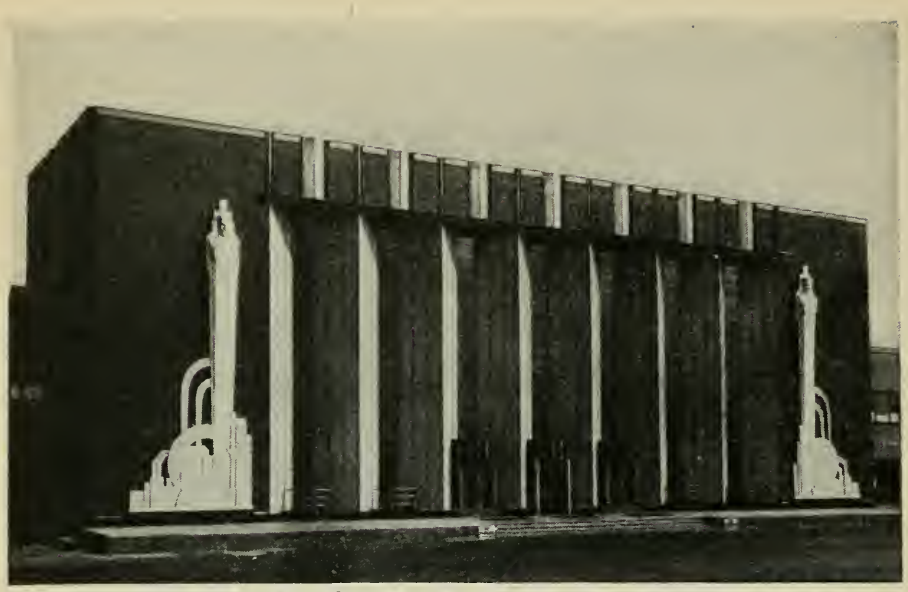
"**A Century of Progress Exposition begins.** You remember that Chicago became a town in 1833. It was just a little frontier town in those early days. It was not made a city until four years

later, in 1837. Now Chicago is the third largest city in the world. Chicago is probably the only city in the world which has grown so fast. It is hard to believe that a little struggling town could in one hundred years grow to be the third largest city in the world. Chicago is still growing by leaps and bounds. Every day more people come to Chicago to live. It may in time be the largest city in the world.

"A Century of Progress Exposition not only shows the progress which has been made in Chicago. It shows the progress that the world has made in art, science, architecture, manufacturing, transportation, communication, and other things.

"A Century of Progress Exposition is being held in Burnham Park, a new park on the south side of Chicago along the shore of Lake Michigan. It is located on land which has been made by man. The lake has been filled in to make this park. It reaches from Twelfth Street to Thirty-ninth Street, between Lake Michigan and the Illinois Central Railroad tracks. Besides this fine park another piece of land is also being used. It is called Northerly Island. There are about eighty-two acres of land on this island. A lagoon, or small lake, lies between this island and the shore.

"While I have been talking to you, the people have been crowding into the grounds. Some are



Photograph by Keystone View Company

A Century of Progress Exposition, 1933

The Administration Building. The men in charge of the Exposition have their offices in this building.

walking, some are riding in special trucks made for this purpose, and some are being pushed in rolling chairs. On the lake there are gondolas floating along and speed boats whizzing past. Everybody seems to be having a good time.

"I am going to tell you now about some of the beautiful buildings.

"There are several buildings on the fair grounds. One of the finest buildings is called the Administration Building. It was the first exposition building to be built. It is in the shape of the letter 'E.' The three wings of this 'E' face the lagoon. The front part of the building faces Leif

Eriksen Drive. One reason why these buildings are so beautiful is that different colors are used for decorating the buildings on the outside. The middle wing of the Administration Building is white. The two end wings are navy blue. The high windows are trimmed in blue and silver.

"The building across from the Administration Building is the Sears-Roebuck Building. This building is used as a general service building for the people who visit the fair. There is an emergency hospital located in this building. The exhibits show the merchandise used and worn by the people of the United States for the last century.

"Another fine building is the Hall of Science. This building is 'U' shaped. It is two stories high. A tower about one hundred seventy-five feet high stands in a corner of the court. In this tower is a carillon, or set of musical bells. These bells tell the time and play many melodies.

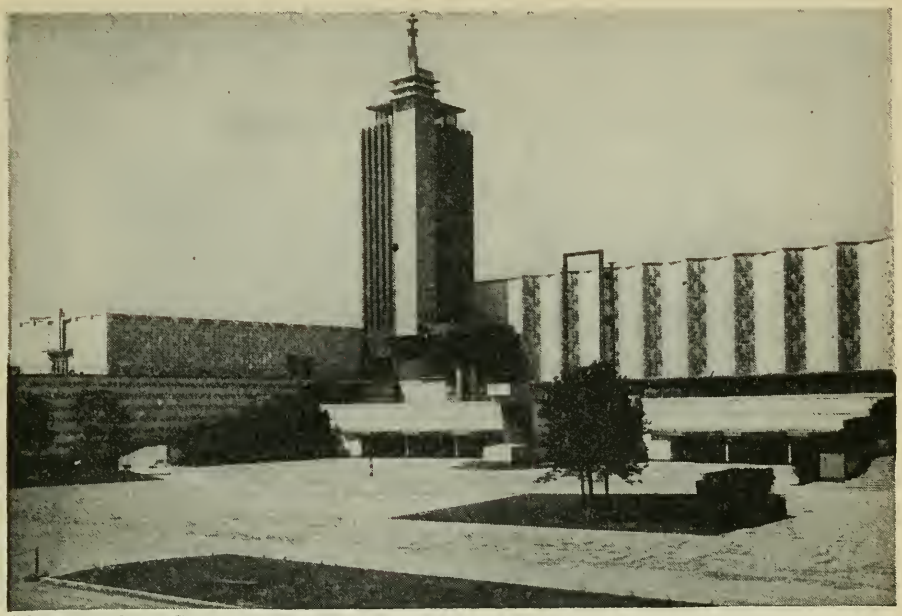
"One of the unusual buildings is the Travel and Transport Building. This building has a huge dome. It is about as high as a twelve-story building. When buildings have domes on them, the dome is usually held up by big pillars or columns. This building is unusual because it has no pillars to hold up the dome. The dome hangs by cables. The Travel and Transport Building is one thousand feet long, two stories high and has no win-

dows. In a windowless building, there is a better chance to have many kinds of lighting effects. The bright sunlight cannot pour in from the outside. In this building are exhibits that tell the story of transportation. They show its progress from the covered wagon and the prairie schooner to the modern railroad system, the automobile, and the airplane.

"Another exhibit which is of special interest to Chicagoans is the replica of Fort Dearborn. This fort looks much like the original Fort Dearborn of early Chicago. Many valuable curios have been borrowed from the Chicago Historical Society, the Smithsonian Institute, the Army and the Navy Departments, the Daughters of the American Revolution, and other organizations, and placed in this fort. Visitors will see many of the interesting things used by pioneers of the early days.

"The guards at Fort Dearborn wear the military uniforms of 1804. A Pottawattomie Indian dressed in the costume of his tribe is stationed at the fort. Two brass cannons like those which were in the original Fort Dearborn in 1804 have been borrowed from the United States Military Academy at West Point, New York.

"Where do some of the exhibits come from? Each state in the Union planned something for this exposition. Many foreign countries also sent



Photograph by Galloway

A Century of Progress Exposition, 1933

The Hall of Science. What is in the tower of this building? What is a carillon? What do you think you would see in this building?

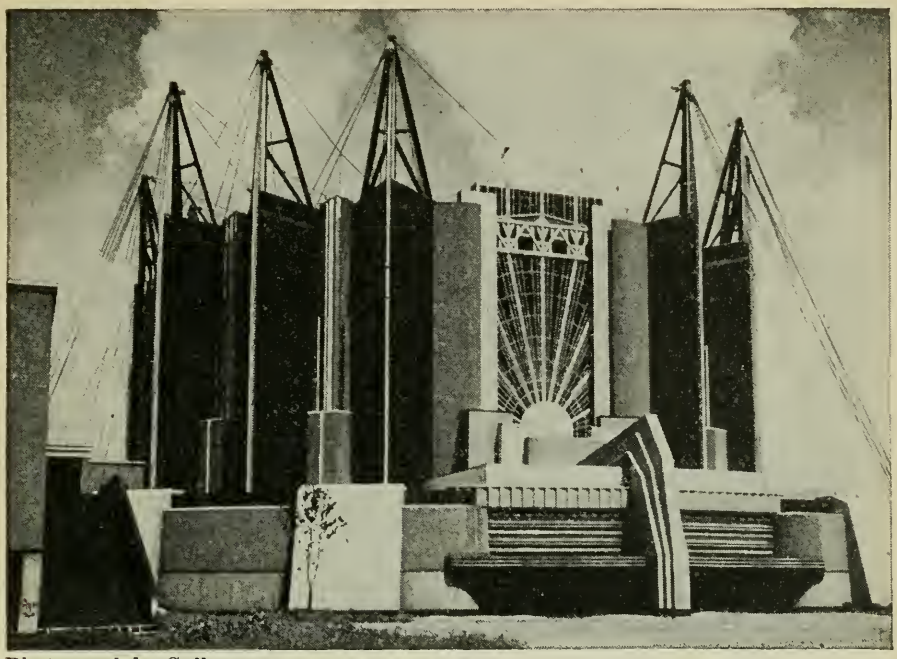
exhibits. These foreign exhibits have been given a certain place on the exposition grounds. Here the people from the different countries, dressed in their native costumes, show and explain their own exhibits to the thousands of visitors.

"The buildings that have been built especially for the exposition are not the only ones used in the exposition. Several other buildings are used. These buildings are the Field Museum of Natural History, the Adler Planetarium, and the Shedd Aquarium. The Adler Planetarium and the stadium of Soldiers' Field are parts of the exposition.

A sports committee has planned to have as many sporting events as possible held in Chicago during the Century of Progress Exposition. These athletic activities will be held in Soldiers' Field. There will probably be baseball, track meets, and other sports that the visitors may enjoy.

"On Northerly Island is a group of exhibits and buildings called the Electrical Group. This group is made up of three buildings: the Radio Building, the Communications Building, and the Electrical Building. The Radio Building is at the northern end of the group. The Communications Building is in the middle, connecting the Radio and the Electrical Buildings. Playing on the Electrical Building are colored electric lights, changing, tumbling, and streaming over the terraces like a waterfall. In the Electrical Building is told the story of electricity. In the Radio Building is told the story of radio from its beginning to the present day. The story of the telephone and the telegraph is told in the Communications Building.

"The exposition grounds are probably most beautiful at night. Electric companies have used their newest discoveries and equipment to make this the grandest sight ever seen. A kind of misty light plays on the lower parts of the buildings. The light becomes brighter, stronger, and more changeable in color as it reaches the tops of the



Photograph by Galloway

A Century of Progress Exposition, 1933

The Travel and Transport Building. This building has a big dome. How is this dome held up? What would you expect to see in this building? The men in charge of the Exposition expect to tear this building down when the Exposition is over. They will either use the materials for something else or sell them.

buildings. The tower and high points are blazing with light. It is a beautiful sight. It can be seen for miles around and far out on Lake Michigan.

"Another exhibit is the Agriculture Exhibit. This exhibit tells the story of the farm. The people in the city who know nothing about farming will learn the story of the food which they eat. They will learn about food from the time it is planted until it reaches their table. The farm machinery which the farmers use is on exhibit. The new

kinds of machinery have made farming easier than it was in the early days.

"The Anthropological Exhibit, or the story of man, is interesting. Here can be seen the story of the Indians, the Mound Builders, and even some people who lived before their time. Some scientists have discovered skeletons down in central Illinois. These skeletons are thought to be the last of a race of men who lived in Illinois long before the Mound Builders. They probably lived here from two to five thousand years ago.

"The people who come to A Century of Progress Exposition will want to do other things besides look at the exhibits. Plans have been made for many different kinds of amusements. At the World's Fair of 1893 one of the most popular amusements was the Ferris wheel. Have you ever been on a Ferris wheel? There are many new amusements in this exposition which we have never seen before. There is a Hollywood, a fairyland for children, fireworks, South Sea savages, and many other things.

"One of the unusual amusements here is an under-water ride. The people taking the ride can see beneath the water, fish, horrible sea serpents, a wrecked pirate ship, beautiful mermaids.

"There is another thrilling ride. The person taking it is carried up about fifty feet into the air.

Photograph by Brown Brothers

THE FERRIS WHEEL

It was built for the World's Columbian Exposition of 1893, by an engineer named G. W. G. Ferris, who gave it his name. From the top of the wheel people could see for miles over the city.

He then slides down on a mat in a trough. He goes through a very dark place. After he comes out of the darkness he is at the end of the trough—he shoots off into space and below him he sees a tank with two crocodiles. He thinks he will fall into the tank and be eaten by the crocodiles. He misses the tank and the ride is over. How would you like to take this ride?

"During the five months of the exposition there will be a music festival. High-school orchestras will play. Famous choruses and choirs will sing.

Symphony orchestras and bands will play. This music festival will take place on Northerly Island. The island is connected with the mainland by a very fine bridge, modeled after a famous bridge in the city of Florence, Italy.

"This Century of Progress Exposition will probably be the finest exposition that the world has ever seen. The world was surprised at the World's Fair of 1893. But with all our new inventions and equipment, this celebration will be far better than the fair of 1893. I wonder if one hundred years from now Chicago will have another World's Fair? Do you think it will be any better than A Century of Progress Exposition of 1933?

"Station U-N-I-T XIII signing off."

SOME THINGS TO DO

Your teacher will tell you some things to do for this unit. Maybe you can think of some things to make or to draw that will tell about Chicago's celebration.

TEST ON THE CHICAGO CELEBRATION IN 1933

Your teacher will make up a test for you on this unit. Maybe you can help her make up some good questions for this test.

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